DOCUMENT RESUME

ED 311 792 HE 022 841

TITLE	Postsecondary Enrollment Options Program Final Report. January 1987.
INSTITUTION	Minnesota State Dept. of Education, St. Paul.
PUB DATE	Jan 87
NOTE	255p.; Some tables have marginal legibility.
PUB TYPE	Tests/Evaluation Instruments (160) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC11 Plus Postage.
DESCRIPTORS	*Access to Education; Articulation (Education); *College Bound Students; *College School Cooperation; *Dual Enrollment; *Educational Opportunities; Enrollment Influences; Grade 11; Grade 12; Higher Education; High Schools; *High School Students; Nontraditional Education; Student Characteristics; Student Development
IDENTIFIERS	*Minnesota; Postsecondary Enrollment Options Act (Minnesota)

ABSTRACT

The Postsecondary Enrollment Options (PSEO) Act enables 11th and 12th grade public school students to enroll either full-time or part-time in postsecondary courses, promotes rigorous educational pursuits, and provides a wider variety of options for students. Six sections are as follows: history of the program (program information activities, 1985 fall term preliminary evaluation, and legislative amendments); 1985-86 program evaluation (overview, discovering the PSEO program, choosing the PSEO program, student characteristics, postsecondary institutions attended, activities and performance at the postsecondary level, and other program factors); overall program assessment (perceived student characteristics, problems, advantages and disadvantages, and areas for change); fiscal impact (funding formula, defining fiscal impact, variables, absolute impact, differential impact, PSIs, transportation, and concluding remarks); 1986-87 program information (enrollment information and 2-year comparison); and state policy issues (admission standards, advanced placement, cooperative plans, summer school, nonpublic school participants, comparability, counseling services, credit appeals, and compulsory attendance). Four appendices are: tables A1 to A13 and survey instruments; methodological notes; programmatic information; and fiscal impact methodology. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED311792

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM
FINAL REPORT

JANUARY 1987

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Minnesota Department
of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Minnesota Department of Education

HE 022 841

2

BEST COPY AVAILABLE

POSTSECONDARY
ENROLLMENT OPTIONS PROGRAM
FINAL REPORT

JANUARY 1987

Ruth E. Randall
Commissioner

Robert J. Wedl
Executive Director
ESV Computer Council

Jessie Montano
Project Director

Minnesota Department of Education

TABLE OF CONTENTS

Page

Executive Summary i

Introduction 1

History of Program 4
  Program Information Activities 4
  1985 Fall Term Preliminary Evaluation 5
  Legislative Amendments 6

1985-86 Program Evaluation 8
  Overview 8
  Discovering the PSEO Program 10
  Choosing the PSEO Program 14
  Student Characteristics 17
  Postsecondary Institutions Attended 22
  Activities and Performance at the Postsecondary Level 24
  Other Program Factors 28

Overall Program Assessment 31
  Perceived Student Characteristics 33
  Problems 34
  Advantages and Disadvantages 35
  Areas For Change 38

Fiscal Impact 40
  Funding Formula 40
  Defining Fiscal Impact 42
  Variables 44
  Absolute Impact 46
  Differential Impact 48
  PSIs 56
  Transportation 58
  Concluding Remarks 58

1986-87 Program Information 74
  Enrollment Information 74
  Two-year Comparison 74

State Policy Issues 76
  Admission Standards 78
  Advanced Placement 81
  Cooperative Plans 90
  Summer School 99
  Nonpublic School Participants 101
  Comparability 103
  Counseling Services 104
  Credit Appeals 106
  Compulsory Attendance 107

Appendices .... Following Text

EXECUTIVE SUMMARY

The Postsecondary Enrollment Options (PSEO) Act was enacted by the Minnesota Legislature in June 1985. The program, which enables 11th and 12th grade public school students to enroll either full-time or part-time in postsecondary courses, promotes rigorous educational pursuits and provides a wider variety of options for students.

The role of the Minnesota Department of Education (MDE) with respect to the Act was twofold: to provide leadership in the implementation of the program and to evaluate the impact the program had on participating individuals and institutions. To aid in the implementation of this new program, the MDE initiated a number of activities aimed at providing information about the program to high schools, postsecondary institutions, students and parents. Such activities included the development and dissemination of guidelines explaining the program, dissemination of a brochure and the development of a booklet entitled "Choosing Wisely-Choosing Well" designed for students and parents and a series of regional workshops for high school and postsecondary counselors.

To aid in the evaluation of the program, Commissioner Ruth Randall appointed a task force to assist in the identification of issues to be evaluated. A preliminary report providing information regarding the initial implementation of the program was presented to the legislature in February 1986. As a result of this report and testimony given by students, parents and various education organizations, a number of amendments were made to further aid in the implementation of the program.

The services of Decision Resources Corporation, an independent consulting firm from Washington, D.C. were obtained to assist the MDE in the evaluation of the program. Decision Resources Corporation developed survey instruments for students, parents, high schools, and postsecondary institutions and assisted in the analysis of the data.

In November 1986, a telephone survey was conducted of 1,000 randomly selected student participants. Surveys were mailed to the parents/guardians of those students successfully contacted, as well as to all high schools and postsecondary institutions which participated in the program during the 1985-86 school year.

1985-86 Program Highlights

During the 1985-86 school year, 3,668 students from 330 high schools in 272 districts participated in the PSEO program. They attended 74 postsecondary institutions throughout Minnesota. More females than males participated, and more 12th graders than 11th graders participated. Participants tended to be children of well educated parents. Students indicated that while the major source of information about the program was the high school counselor, parents were the major source of encouragement.

The major reasons given for participation in the program were to get a head start on college and an interest in the educational opportunities provided by the program. A variety of reasons were given for why students chose a particular postsecondary institution; however, the most frequent reason was proximity--the postsecondary institution was close and transportation was easy. The highest rate of participation came from high schools in regions outside the metropolitan area. More students enrolled in courses at community colleges (49%) than at any other type of postsecondary institution.

The most typical PSEO participant enrolled in one single course at the postsecondary institution, and less than one percent of the participants enrolled in more than 15 courses throughout the school year. Thirty-seven percent of the courses taken were in humanities, which include social science, social studies, history and foreign languages. Communication, which includes English and literature courses, comprised the second most frequently taken group of courses. Overall, student participants performed well in postsecondary courses. A grade of A or B was received in over 50 percent of the courses. Students attending private institutions had the highest grade point average (3.18), while students attending the community colleges had the lowest grade point average (2.78). Students reported that in general, courses at postsecondary institutions were more difficult than similar courses at the high school level.

After one year of operation students, parents, high schools, and postsecondary institutions were generally pleased with the implementation of the program and its impact on participants. Ninety-five percent of the students were either very satisfied or satisfied with the program and only one percent of the students as dissatisfied. Ninety percent said that they learned more by participating in this program than if they had taken only high school courses.

Both high schools and postsecondary institutions were generally supportive of the program. The University of Minnesota, state universities, community colleges and private institutions felt that the program is geared towards students with high grade point averages. The area vocational technical institutes felt that the program is geared towards students with a particular vocational interest.

The problem most frequently identified by all the participants was coordinating class schedules between the secondary and postsecondary schools. Transportation was not considered to be a major problem by either students or parents. Both the high schools and postsecondary institutions felt that their respective counseling services could be improved.

Fiscal Impact/Highlights

The Postsecondary Enrollment Options Program requires that state-allocated foundation revenues of local school districts be used to support students choosing to attend a postsecondary institution. In effect, state-allocated funds follow students if they choose to attend a postsecondary institution. The fiscal analysis was organized around two questions: 1) What is the absolute fiscal impact of the PSEO program on postsecondary institutions and local school districts; and 2) Does this impact on local school districts vary systematically with the characteristics of these school districts. In summary, it was found that the average revenue reduction as a percentage of total operating revenue was only slightly more than 1/10 of one percent and the average revenue reduction as a percentage of grade 11 and grade 12 foundation revenue was only about 8/10 of one percent. The Postsecondary Enrollment Options Program is small in size and the resulting fiscal impacts are consistent with the program's size.

1986-87 Program Information

In the fall of 1986, 2,182 students from 243 districts enrolled in 63 postsecondary institutions under the PSEO program. The number of female participants exceeds the number of male participants by a ratio of 59 percent to 41 percent. Only 27 percent of the 12th graders and six percent of the 11th graders are full-time students (enrolled in 12 or more credits). When these figures are compared to enrollment figures for the fall term of 1985, the only significant difference was in the number of full-time 11th grade students. In spite of the fact that more students knew of the program, the increase in number of participants from fall 1985 to fall 1986 was insignificant (1,735 to 2,182 respectively). The predicted mass exist of students from high schools did not occur. The Postsecondary Enrollment Options program appears to be meeting its purpose. The majority of students is part-time which indicates that they are taking advantage of particular courses of interest and still maintaining contact with the high school.

State Policy Issues

In addition to the program evaluation, which describes the experience students, parents, high schools, and postsecondary institutions had with the PSEO program, a number of educational policy issues is also reviewed in this report.

Admission Standards

In determining whether it is advisable to establish specific admission standards for high school students enrolling in postsecondary courses or programs, the admission standards used by each postsecondary system were reviewed. Each system (University of Minnesota, state universities, community colleges, private colleges and universities and area vocational technical institutes) had modified their standards to accommodate the special status of PSEO students. Based on the evaluation results, which indicate that PSEO students performed well in postsecondary courses, postsecondary institutions are encouraged to continue using the admission policies used during the 1985-86 school year. To ensure equal access to institutions within systems, it is recommended that systems with standardized admission policies across campuses for regular postsecondary students maintain the same consistency in their admission policies for PSEO students.

Advanced Placement

The Advanced Placement (AP) program, administered by The College Board, enables high school students to take college level courses while in high school. Upon successful passage of an examination, college credit can be obtained from those postsecondary institutions which acknowledge AP courses. Minnesota's participation in AP is considerably lower than the rest of the country. Reasons most frequently given by high schools which do not offer AP were that too few students would enroll, parents and students have not requested AP, and high schools themselves have not looked into AP. Minnesota statute 135A.10 required all public colleges to develop policies regarding AP courses by January 1987. A review of AP policies in Minnesota postsecondary institutions revealed that prior to January 1987, policies varied considerably. Various states' models have been reviewed for alternative funding methods which could be used to establish statewide AP programs in Minnesota (Florida, South Carolina, Louisiana and Utah). Based on Minnesota's current AP and funding policies as well as on the models reviewed, three possible alternatives are provided for implementing AP programs in Minnesota: 1) Initiate an information system which would provide school districts with information on how to implement an AP program--no state funding would be provided; 2) Provide state funding on a per pupil basis to assist districts to initiate AP programs; 3) Mandate that all districts implement an AP program or a similar program. State funding for training of teachers, course materials and student examinations would be provided.

Postsecondary-High School Cooperation

Two models currently used in Minnesota to offer postsecondary courses at high schools are reviewed in this section: 1) Cooperative plans, which represent agreements between high schools and postsecondary institutions and 2) two-way televised instructional programs. The successful implementation of such programs is evidence that such alternatives are feasible and do provide postsecondary courses to students in areas where geographic location makes access to postsecondary institutions difficult. Cooperative plans such as the North Branch-Anoka/Ramsey Community College program do not place additional financial burdens on high schools and postsecondary institutions. The development and dissemination of guidelines to assist districts and postsecondary institutions in planning such projects is advisable. Two-way televised programs do require a substantial dollar commitment.

Summer School

The current PSEO Act does not offer program opportunities for students who wish to participate in summer school programs or courses. Taking into consideration that not all districts levy for or offer summer school, and that existing funds are limited and undependable, expanding the program to include summer school involves support for one of the following (or a similar) alternative: 1) Allow students to enroll at their own expense; 2) Provide summer scholarship grants for students in need of financial assistance; 3) Appropriate additional funds to cover the entire cost of summer school; or 4) Allow summer school to be substituted for one of the eligible quarter/semesters. The last two alternatives would result in year around funding for some students.

Nonpublic School Participants

Under Minnesota law, public elementary or secondary schools may make their programs available to nonpublic students through shared time arrangements. The PSEO program is not currently a shared time program; therefore, nonpublic 11th and 12th graders cannot participate in it.

A number of factors need to be considered in determining the feasibility of including nonpublic students, including the fact that school district participation in shared time programs is voluntary. Currently only 84 of 433 districts provide programs under shared time for secondary students. Expanding the PSEO program to include nonpublic students would require additional funding and an amendment mandating that all school districts participate in shared time.

Comparability of High School and Postsecondary Courses

Course comparability between districts, among high schools within the same district, and even between classes in the same building vary significantly. Course comparability can only be resolved when such factors as subject matter, course content and magnitude, course material and instructor qualifications and ability are evaluated. Such an undertaking was outside the scope of this evaluation.

10

Survey results of students and parents indicated that 98 percent of the parents were satisfied with the academic challenge of postsecondary courses. Eighty-six percent reported that their children spent more time studying. In all but one area, physical education/health, students reported that the postsecondary course was more challenging when compared to a high school course. Seventy percent of the students said they spent more time studying.

The report on high school and college level skills released in January 1986 by the Higher Education Coordinating Board (HECB) addresses some of the issues regarding course comparability. It is recommended that the HECB continue to pursue the identification of college and high school level skills in additional areas.

Counseling Services

Throughout the evaluation, counselors are identified as a key component in the implementation of the PSEO program. The need for counseling was identified early in the program. In order to ensure that information and counseling services are provided to parents and students, amendments were made to the law effective March 1, 1987. Consequently, responses to the surveys do not reflect the amendments. Among the highlights from the surveys are the fact that students rated the high school counselor as providing the most helpful information for making a decision, that 63 percent of the students said that the high school counselor encouraged participation while 49 percent said the postsecondary counselor encouraged participation, and that 90 percent of the high school and 91 percent of the postsecondary counselors felt adequately prepared to administer the program.

Credit Appeals

Questions to the State Board of Education regarding the transfer of credit fell into three main areas: amount of high school credit to be awarded for postsecondary work, judgment of comparabilitiy of postsecondary courses to high school courses already taken, and compliance with high school graduation requirements.

Four appeals were received by the Board. Two appeals questioned the amount of credit students received for postsecondary work, and the other two concerned the comparability of a postsecondary course to that of a high school course. The former two were resolved in a formal hearing, the latter two were not pursued beyond inquiry.

Compulsory Attendance

Minnesota's compulsory attendance law requires every child between the ages of seven and 16 to attend a public or private school. If the goal for increasing the compulsory age is to reduce the dropout rate and increase the level of education, simply extending the age limit and requiring students to remain in a traditional setting is not a means to this end. Methods other than traditional schools need to be developed to address the needs of unsuccessful students.

The PSEO program has been such an alternative. Six percent of the participants indicated that they were high school dropouts. Minnesota also has 79 alternative high school programs which have been successful in bringing dropout students back to school. These and other alternative programs are necessary to provide incentives for students whose needs are not met in traditional academic settings to remain in school until graduation.

In summary, for a program in operation only a year, the PSEO program is seen as beneficial by both parents and students, problems reported by postsecondary institutions and high schools were generally few and minor, and finally the program had little impact on the nature and scope of courses offered by high schools and postsecondary institutions.

INTRODUCTION

In June 1985, the Minnesota Legislature enacted the Postsecondary Enrollment Options (PSEO) program. This program enables 11th or 12th grade public school pupils to enroll in Minnesota postsecondary institutions on a full-time or part-time basis and to take non-sectarian courses at no cost to the pupil. The express purposes of the Act are to promote rigorous educational pursuits; and to provide a wider variety of options for students.

According to Section 7 of the Act, the Commissioner of Education shall submit a report, by January 15, 1987, to the education committees of the legislature on the implementations of this program. Specifically:

> The department of education, in consultation with the higher education coordinating board, the public postsecondary systems, and the participating private colleges, shall collect and evaluate information about the implementation of the program established under section 1. By January 15, 1987, the commissioner of education shall submit a report to the education committees of the legislature on the implementation of this program. The report to the legislature shall address at least the following issues:
>
> (1) description of participating pupils and other enrollment data;
>
> (2) results of surveys of pupils, parents, school districts, and postsecondary institutions;
>
> (3) results of any appeals to the state board of education regarding credits for courses or programs taken under the program;
>
> (4) assessment of counseling services provided to pupils and their parents or guardians;
>
> (5) fiscal impact of the program;

(6) feasibility of including summer school courses or programs in this program;

(7) feasibility of implementing cooperative plans for offering postsecondary courses in the high schools;

(8) current school district and postsecondary policies relating to advanced placement and other accelerated testing programs;

(9) recommendations on the feasibility of implementing and funding a state-wide advanced placement program which would accomplish, to the extent possible, the goals of: (i) making advanced placement courses available in every school district; (ii) providing for a partial or total subsidy of advanced placement costs; and (iii) requiring postsecondary institutions to grant postsecondary credit for successful completing of advanced placement programs;

(10) comparability of courses offered in the high schools and postsecondary institutions;

(11) advisability of establishing specific admission standards for high school pupils enrolling in postsecondary courses or programs;

(12) feasibility of expanding course offerings through alternative means when access to postsecondary institutions is geographically impossible;

(13) feasibility of increasing the maximum age of compulsory attendance at school;

(14) feasibility of participation of nonpublic school pupils in this program; and

(15) other significant implementation issues or problems.

This report is submitted in compliance with Section 7 of the Act. It represents a detailed study of the first year, 1985-86 of the program. The purpose of this evaluation is to describe the students who participated in the program, their experiences, their reasons for participating, and the manner in which they became aware of the program. Also described are the experiences of high school and postsecondary institutions, their strategies for implementing the program and their assessments of its first year. Finally, an analysis is provided of the impact of the PSEO on local school district finances in the State of Minnesota.

The report was developed by the Minnesota Department of Education (MDE) with assistance from the Decision Resources Corporation (DRC), a Washington, D.C. policy analysis consultant under contract with the U.S. Department of Education. DRC has been a major actor in developing the analytical base for many government initiatives in education. Providing further assistance were representatives from the Minnesota Higher Education Coordinating Board, the community college system, state university system, University of Minnesota, and private colleges. In addition, MDE consulted and shared information with legislative aides and representatives from the Minnesota School Boards Association, Minnesota Education Association, Minnesota Federation of Teachers, Minnesota Associations of Secondary and Elementary School Principals, Minnesota Association of School Administrators, Counselors Association and the Parent, Teacher, Student Association.

HISTORY OF PROGRAM

Program Information Activities

The Postsecondary Enrollment Options program was initiated during the 1985-86 school year. The implementation was led by the Minnesota Department of Education in collaboration with the Higher Education Coordinating Board (HECB) as well as representatives from the parental organization, school districts, and postsecondary institutions. Initial efforts concentrated upon explaining programmatic opportunities to participating individuals and institutions. Among the activities undertaken were the following:

1. Program guidelines were developed and distributed by the Minnesota Department of Education. These guidelines addressed such issues as participant eligibility, reimbursement costs, transportation aid, and the awarding of academic credit.

2. Nine statewide meetings and eleven regional workshops were conducted to provide information and materials to secondary and postsecondary institutions.

3. A fact sheet and a booklet entitled, "Choosing Wisely-Choosing Well" were printed for public distribution. A toll-free telephone number was also established to provide additional information to inquiring parents and students.

4. Thirteen regional meetings were held for interested parents and students in an effort to explain the program and respond to participant questions.

5. Departmental staff members participated in radio and television discussions of the program, including four news conference appearances by Commissioner Randall.

6. In an effort to evaluate the program, Commissioner Randall met with student participants as well as a special task force she appointed to assess programmatic issues and solutions.

1985 Fall Term Preliminary Evaluation

To provide information regarding the initial implementation of the program, the MDE prepared a preliminary report titled Postsecondary Enrollment Options Program Preliminary Report: February 1986. The report focused upon the first quarter/ semester of the program with data being gathered from registration forms, transportation reimbursement forms, information from postsecondary institutions, and a telephone survey of participating and nonparticipating students.

The student survey was developed by the Pelavin Associates, a Washington, D.C. consulting firm. All participating students were surveyed with responses being received from 90 percent of the participants. Among the findings were:

HIGHLIGHTS

- 1,679 students from 226 districts participated in the program
- 61 percent were female and 39 percent were male
- Students attended 67 postsecondary institutions
- The primary source of information about the program was the high school counselor
- 96 percent of the students were satisfied with the program
- Scheduling conflicts and course availability were the major problems identified
- Courses in communication and social science were most frequently taken
- 77 percent found the postsecondary courses to be more challenging when compared to high school courses
- 53 percent of the students received a grade of A or B
- A total of three credit appeals were reviewed by the State Board of Education

---

17

Legislative Amendments

The February 1986 Preliminary Report, as well as reports from various high school and postsecondary personnel, suggested that the PSEO program could be improved by limited changes. Accordingly, the 1986 Minnesota Legislature adopted a number of amendments that the MDE implemented in the following manner:

- Require high schools to provide program information to 10th and 11th grade students and their parents by March 1 and inform them that counseling services are available.

- Require that students inform high schools of their intent to participate in the program during the upcoming school year.

- Require the signature of students plus their parent/guardian if they were under 18 years of age.

- Require students to indicate whether a postsecondary course was being taken for high school or postsecondary credit. Only those courses taken for high school credit were at no cost to the student. (See Appendix C1 for specific language in the Act).

- Require that priority be given to regular postsecondary students over PSEO program participants when enrolling in courses.

- Prohibit eligibility for state financial aid to PSEO students enrolling in courses for high school credit.

- Limit the number of years a student is eligible to participate in the program to the equivalent of two years.

- Expand the number of eligible postsecondary institutions by including private two-year degree granting, residential liberal arts colleges.

Based on MDE's experience as well as reports from high schools and postsecondary institutions, these amendments have improved the implementation of the program and have better assured that parents and students receive useful information.

To assist high schools and postsecondary institutions in carrying out the amendments, the MDE initiated the following activities:

1. Revised the guidelines to include the amendments to the Act and expand in areas where more information was needed for better implementation.

2. Revised the "Choosing Wisely - Choosing Well" booklet to include the specific program information that districts are required to provide to students and their parents.

3. Developed a brochure for parents and students.

4. Disseminated program literature to all high schools and postsecondary institutions in the state.

5. Responded to requests from educational organizations and institutions to conduct workshop sessions on the preliminary report and revised guidelines.

1985-86 PROGRAM EVALUATION

Overview

The Minnesota Department of Education conducted surveys of program participants, their parents, participating high schools, and postsecondary institutions (PSIs) and the results of these surveys form the basis of the evaluation. The surveys were developed by DRC using information provided by the Minnesota Department of Education, representatives of Area Vocational Technical Institutes, community colleges, state universities, the University of Minnesota, private colleges, the Higher Education Coordinating Board, and staff from the Minnesota Legislature. Prior to administering the surveys, a pre-test of the participant instrument was conducted by DRC. The participant and parent surveys were administered to a representative sample of students participating in the program (for details, see Appendix B) and their parents. All high schools and PSIs with students participating in the program were requested to complete their respective questionnaires. Appendix A contains a copy of each survey. Data, in particular on local school district finance, came from the Minnesota Department of Education information reporting system.

DATA SOURCES USED FOR THIS REPORT

1. Survey of student participants (sample)
2. Survey of participants' parents (sample)
3. Survey of participating high school principals (census)
4. Survey of participating postsecondary institutions (census)
5. MDE archival data (school district demography and finance)

In its first year the PSEO served 3,668 students[1] from 330 high schools in 272 school districts. They attended classes provided by 74 postsecondary institutions (see Tables A1 and A2, Appendix A).

---

[1] This represents a duplicated student count. The unduplicated count is 3,523.

Overall, 1.7 percent of students in the eleventh grade and 4.7 percent of students in the twelfth grade enrolled in the program. A majority (62.2 percent) of all school districts had students participating in the program; and almost all high schools in participating school districts had students participating. The number of participating students in individual school districts ranged from one participant to 257. Participating districts ranged from large metropolitan districts such Minneapolis and St. Paul to small rural districts such as Kennedy in the far northwest corner of Minnesota.

Five types of postsecondary institutions participated--Area Vocational Technical Institutes (AVTIs), local community colleges, state universities, the University of Minnesota campuses, and private colleges and universities. Consistent with their number in the state (34), AVTIs represent the lion's share of participating postsecondary schools (over 40 percent); however, students were most likely to enroll in courses offered by local community colleges (almost 50 percent of participating students enrolled in these colleges).

Students were more likely to be female (64 percent) than male and more likely to be in the twelfth grade (73 percent) than the eleventh grade. Over 84 percent of the twelfth grade participants indicated that they intend to continue their education in the coming year. Sixty-three percent of the eleventh grade participants stated that they intend to continue in the PSEO during the twelfth grade. On average each participant enrolled in 20 credits during the 1985-86 school year.

HIGHLIGHTS

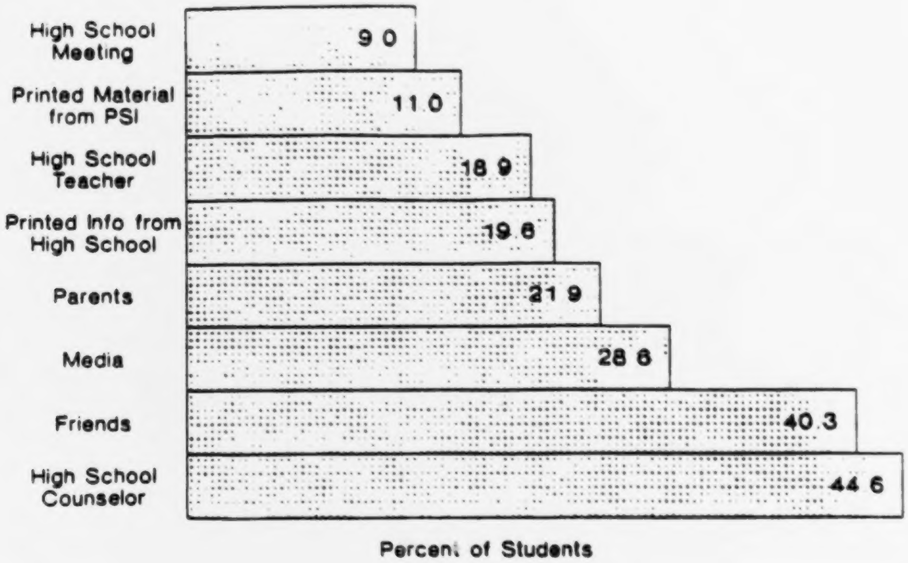
- 3,668 students participated in the PSEO during the 1985-86 school year
- 64 percent of participating students were female
- 73 percent of the students were in twelfth grade
- Students were most likely to enroll in community colleges
- 330 high schools and 272 districts participated in the program
- On average, participating students enrolled in about 20 credits during the 1985-86 school year.

Discovering PSEO

Since enrollment in the program has been designed to be at the initiation of the high school student, it is important to understand the manner in which students became aware of PSEO and the significant actors involved in the dissemination of information about the program. Certainly, a well-defined, efficient communication network is critical to the success of the program. The data show a complex information network involving a variety of significant actors. Parents, teachers, counselors, friends, postsecondary institutions, and, to a lesser degree, the media, all played important roles in disseminating information and encouraging students to participate.

The high school counselor appears to be the most critical link in this network. Students reported that counselors, more often than other source, provided them with information about the program. They also reported that counselors encouraged them to participate in the program more often than any other person, except a parent.

TABLE 1: Information Received by Students About PSEO

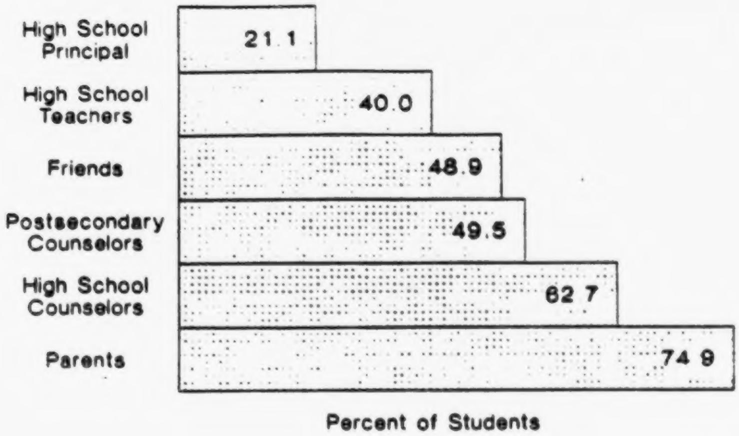


In addition to the school counselor, students reported that friends are also a valuable source of information about the program (see Table 1). Other significant sources of information are the media,[2] parents, printed information from the school, and high school teachers. Students also reported that parents and counselors are the most important sources of encouragement for participating in the program (see Table 2). However, postsecondary counselors, high school friends, and teachers are also significant sources of encouragement.

---

[2] Although the media and printed information from high school rank high among the sources of information used by students, when asked which source was the most important these sources were less important. See Table A4, Appendix A.

TABLE 2: Sources of Encouragement to Participate in the PSEO



High schools have used a variety of methods to inform students about the program. The high school counselor, again, proved to be the key individual in the information dissemination process. Seventy-six percent of the high schools surveyed reported that counselors or student advisors informed all students about the program (see Table A3, Appendix A). Additionally, two other key methods were used to disseminate information. These were (1) providing written information to all students within the school, and (2) sending written information to all parents.

Similarly, postsecondary institutions have employed a variety of methods to disseminate information about the PSEO. The most widely used method (52 percent) was providing public high schools with general information about their institution. Other frequently used methods included providing information to the homes of students or parents who inquire and sending representatives to public high schools to speak with staff or students (see Table A5, Appendix A).

Figure 1: Dissemination of Information about PSEO

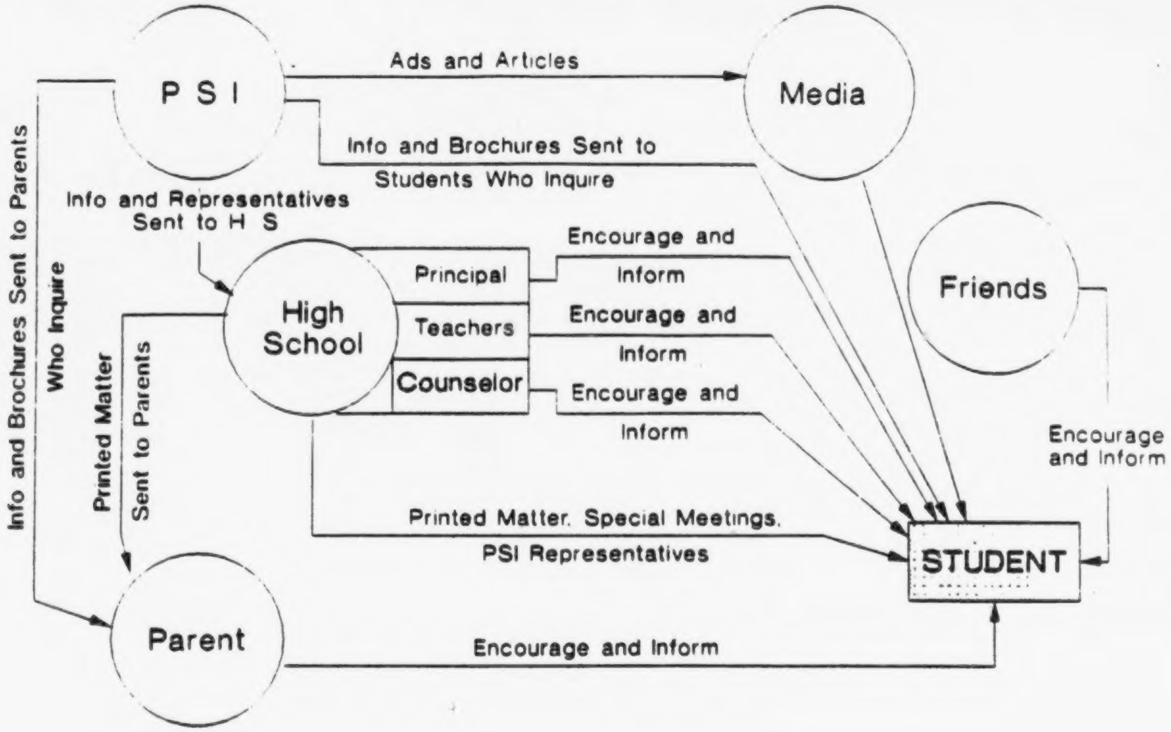


Figure 1 portrays the PSEO communication network and shows sources of information and encouragement. High schools and postsecondary institutions serve as the origins of the information to be disseminated. The PSIs need to inform high schools, parents, and students about the operation of the PSEO at their institution and about the educational opportunities they offer. The figure shows that they approach this task in a variety of ways: using the media; sending representatives to high schools; and sending brochures and other printed matter to students, parents, and high schools.

The high schools need to inform parents and students about program opportunities, rules, and regulations. As discussed earlier, the high school counselor plays the key role in informing and encouraging students. Other methods for informing students include special meetings, dissemination of printed materials, and student contact with teachers and other school officials. Finally, as the figure shows, potential participants receive encouragement as well as information from parents, friends, and school officials.

Choosing PSEO

Once students were informed about the PSEO, they reported two primary types of reasons for enrollment. (1) Planning for the future, to get a head start; and (2) an interest in the educational opportunities provided by the program. The reason students acknowledged more than any other was "to get a head start on college," (87.6 percent of the students chose this reason) (see Table 3).[3] Three other reasons, all of which relate to educational or academic interest, were frequently chosen by the students surveyed. These were, "to pursue a subject personally interesting to me" (69.9 percent), "to take courses that were not available at my high school" (68.8 percent), and "to avoid being bored by my high school courses" (65.4 percent).

---

[3] Survey questions referenced in this section of this report are all "closed" response questions, i.e., answers were predetermined and respondents were asked to choose which responses applied to them.

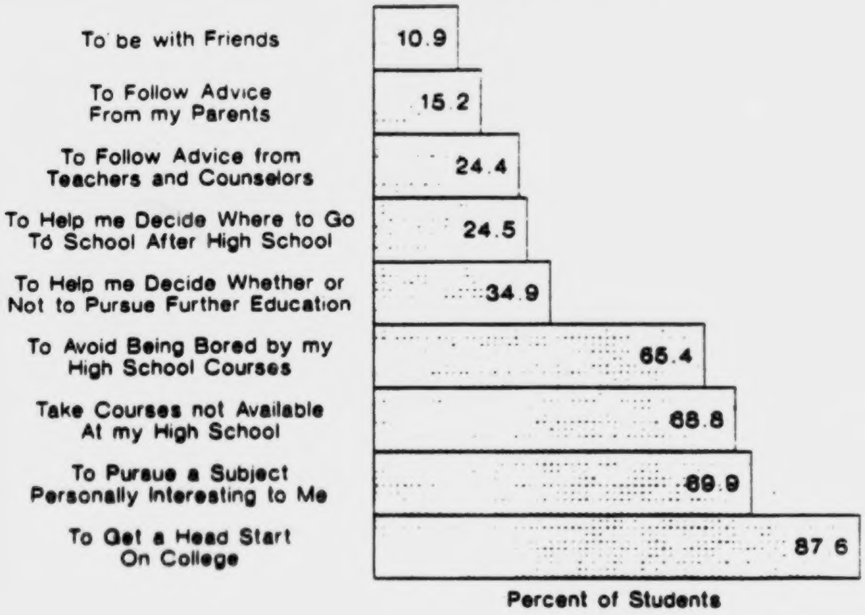
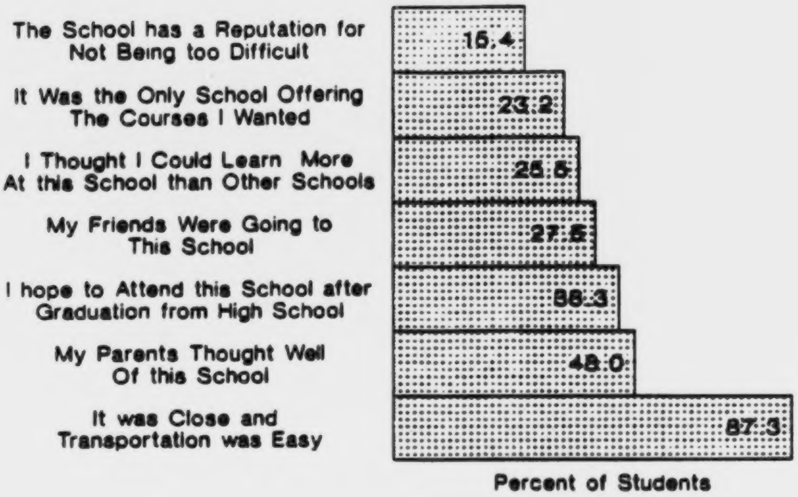


TABLE 3: Students' Reasons for Participating in PSEO

Parents were the most important source of encouragement for students to participate in the program and the parents surveyed also indicated that there were a variety of reasons for wanting their children to participate in PSEO. The most frequently chosen reasons focused on academic preparation for their children and the anticipated financial advantages for the family that the program provides (see Table A6, Appendix A).

Subsequent to a decision to participate in the program, it is not surprising that students' choices of a PSI were significantly influenced by its geographic accessibility.

TABLE 4: Students' Reasons for Choosing a Particular Postsecondary Institution

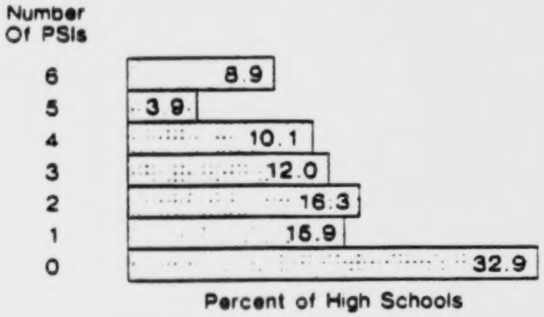


The PSEO is not a resident study program and all participants are still completing high school; therefore, students need convenient access to both their high school and the PSI. In many areas of Minnesota this restriction may limit the choice of a PSI to a single institution. Even in areas where several PSIs are within reasonable commuting distance from the student's home or high school, relative accessibility and transportation demands on the student's time and budget may well be an important consideration in the choice of postsecondary institution. It is not surprising then, that the most frequently chosen reason for attending a particular PSI was that "it was close and transportation was easy" (87.3 percent) (see Table 4). When asked to choose the most important reason for choosing a particular PSI, transportation was chosen by a four to one margin (56.4 percent) over the second most frequently chosen reason, which was that the student hopes to attend this college after graduation (12.8 percent).

The proximity to a postsecondary institution is an important consideration in a participant's choice of a PSI. Table 5 displays the number of PSIs within 30 miles of participating high schools. Two-thirds of all high schools (67.1 percent) were within 30 miles of a postsecondary institution and about one-third (34.9 percent) were within

30 miles of at least three postsecondary institutions. Additionally, 84 percent of all participants reported that travel time to the PSI they attended was less than 30 minutes.

TABLE 5: Number of Postsecondary Institutions Within 30 Miles of Participating High Schools



Other significant reasons for choosing a particular postsecondary institution included "my parents thought well of this school" (48.0 percent) and "I hope to attend this school after graduation from high school" (38.3 percent).

In summary, students chose to participate in the PSEO largely because of the academic opportunities and advantages the program provides. Parents were similarly interested in the academic advantages the program offers for their children. Once the decision to enroll in the PSEO was made, the choice of a particular postsecondary institution was significantly influenced by its geographic proximity and its accessibility with regard to transportation.

Student Characteristics

What are the characteristics of the students who participate in the PSEO? In what types of high schools are they enrolled? Do participation rates vary by characteristics of school districts? Each of these questions represents a component of a broader concern, about who participates in the PSEO.

TABLE 6: Characteristics of Students Participating in PSEO

	Percent of Students n=3668
Sex	
Male	36 1
Female	63 9
Grade	
Eleven	27 2
Twelve	72 8
Race	
Black	1 3
Indian-Alaskan	0 2
Asian	2 3
Hispanic	0 5
Other	0 4
White	95 3
Father s Education	
HS or Less	38.4
College	41 5
Grad Degree	20 1

We have previously noted that females, comprising 64 percent of all participants, are disproportionately represented within the program. Likewise high school seniors (73 percent) are much more likely to participate than high school juniors. It is understandable that seniors dominate program enrollments, given that they are typically in a position to take more elective courses; and that they may also be more interested in postsecondary educational matters. In light of what the surveys revealed as the major reasons students participate in the PSEO, and considering the differing concerns of high school juniors and seniors, we should anticipate a significant difference in participation rate between these two classes. It also is our expectation that counselors are likely to provide more encouragement to high school seniors. In the survey of high school principals, the maturity of the student (83.5 percent) was the factor most widely chosen as important in encouraging students to enroll in the program.

The disproportionate representation of females in the program is more difficult to explain. One could speculate about the different levels of maturity of adolescent boys and girls, or the different level of involvement in high school athletics, or perhaps the differential influence of teachers, peers, and counselors on the aspirations and desires of males and females of this age. There are, perhaps, several plausible hypotheses one might formulate, but we have no corroborating evidence to substantiate any of these hypotheses.

Minnesota is not an extremely diverse state with respect to ethnicity and race; 94.2 percent of the public high school population was white in the 1985-86 school year. The white population was slightly overrepresented among PSEO participants, 95.3 percent of all program participants were white. Asian-Americans were also over represented in the program (see Table 6). Their percentage of the public high school population was 1.9 percent. However, Native-Americans, who represent 1.3 percent of all Minnesota public high school students, constitute only 0.2 percent of PSEO participants.

Program participants are the children of highly-educated parents, especially the participants' fathers. Students reported that only 4.7 percent of their mothers (see Table A7, Appendix A) and 8.6 percent of their fathers have not obtained a high school diploma. Over 61 percent of respondents' fathers have completed some college and 20 percent were reported to have graduate degrees.

Other characteristics of PSEO participants are reported in Table A7, Appendix A. Nearly 84 percent reported receiving mostly As or Bs before enrolling in PSEO. Just over 2 percent reported some kind of disability and 72.2 percent claimed they were employed during the 1985-86 school year. On average, each student worked 20.6 hours per week.

In the high schools surveyed, the average participation rate was 4.2 percent (see Table A8, Appendix A). The middle 90 percent of schools ranged from a low of 0.5

percent to a high of 11.7 percent. There is a small, but significant, tendency for higher participation rates to occur in smaller high schools. For the entire state 3.2 percent of all 11th and 12th graders participated in the program.

School districts participating in the PSEO range from the very small to the very large, from the very rural to completely urban, and were geographically dispersed throughout the state. In short, the 272 participating school districts represent a diversity of social and economic characteristics.

Table 7: Regional Participation Rates

Region	Mean District Participation Rates[a]	Regional Participation Rate[b]
1	8.75	7.54
3	4.80	3.34
4	6.13	5.59
5	6.77	9.43
6	7.59	6.49
7	2.85	2.76
9	4.45	3.59
10	2.87	2.76
11	2.43	2.52
Total	4.66	3.31

a/ Unweighted district average

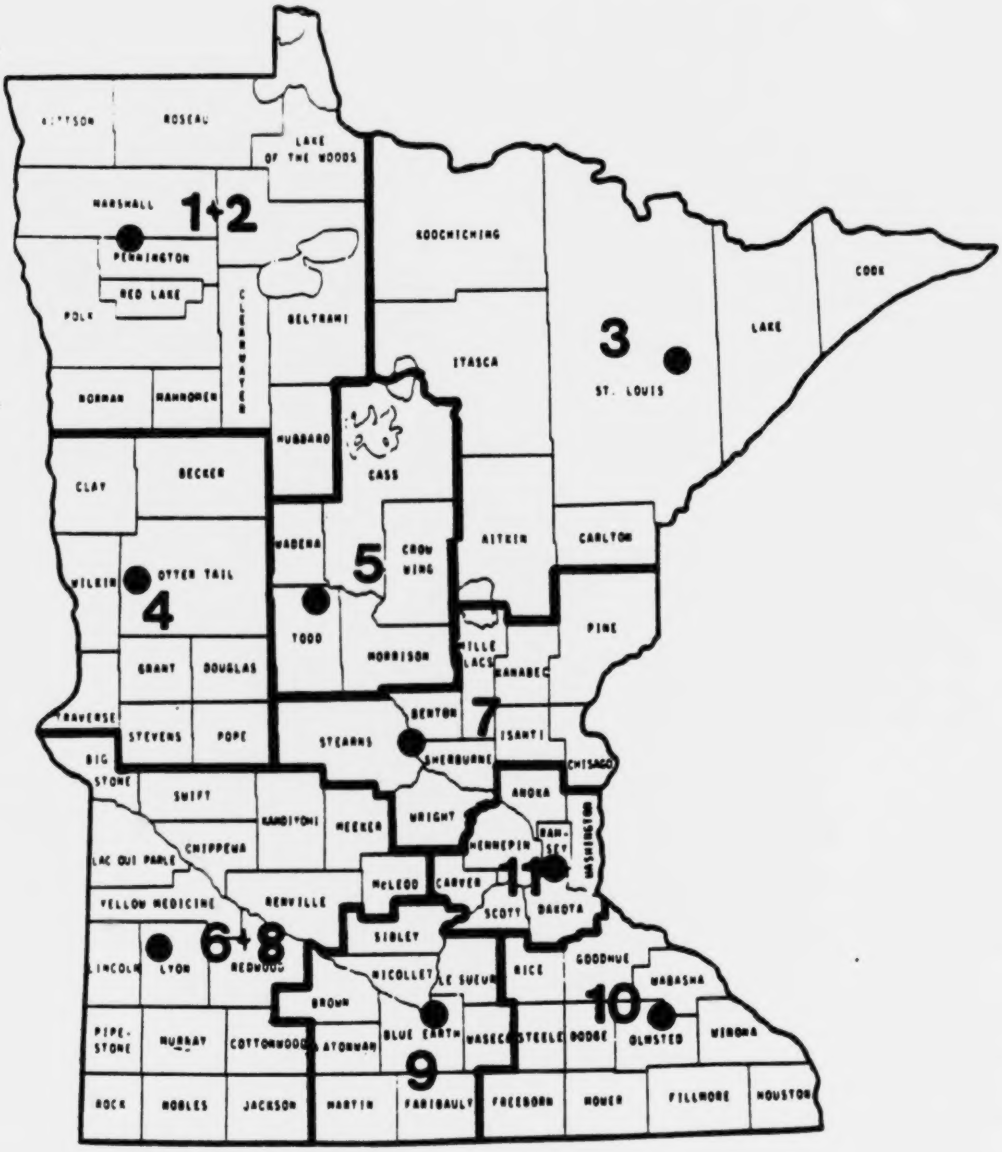
b/ (participants in region/eligibles in participating districts) X 100

The average PSEO participation rate for the 272 participating districts[4] is 4.7 percent. Ninety percent of participating districts have rates between 0.5 percent and 13.4 percent. These rates vary considerably by planning region (see Table 7). Regions 1, 4, 5, and 6 have the highest rates and 7, 10, and 11 the lowest (see Figure 2).

---

[4] This is an average unweighted district participation rate and is indicative of the average district rate not the overall rate for participating districts which is 3.3 percent.

FIGURE 2: Participation Rate by Planning Region



In sum, participants vary, but survey results show that they are predominantly female and in the 12th grade. They are members of relatively well-educated families and reflect the racial composition of the state. They attend high schools within 30 miles of a PSI and generally travel less than 30 minutes to the postsecondary

BEST COPY AVAILABLE

institution. Students in smaller high schools participate in the PSEO at a slightly higher rate (perhaps because of fewer course offerings at these schools) and at a higher rate in planning regions 1, 4, 5, and 6.

Postsecondary Institutions Attended

Nearly all postsecondary institutions in the state (76) participated in the program. Table A1 in Appendix A lists all participating PSIs and Table 8 presents the percentage of participating institutions of each institutional type and the percentage of all students attending that particular type of institution. As a consequence of different mandates and different funding and administrative policies, we have classified postsecondary institutions into five types: (1) Area Vocational Technical Institutes; (2) Community Colleges; (3) the State University System; (4) the University of Minnesota; and (5) private colleges and universities.

TABLE 8: PSI's Attended by Type of PSI

PSI Type	Percent of Participating PSI's	Percent of Participating Students Who Attend PSI's of That Type
AVTI	39.2	10.0
Community College	25.7	49.3
State University	8.1	17.4
University of Minnesota	6.8	17.0
Private College	20.3	6.3
N	74	3668

With regard to the number of institutions participating, AVTIs (39.2 percent of all participating PSIs) are the most prevalent. Community colleges represent 25.7 percent of all participating PSIs. Private colleges, state university schools, and the University of Minnesota are, in order of frequency, the remaining institutional types.

However, when one inspects the frequency at which students attend these schools another portrait emerges. Community colleges receive the most PSEO students by far. Forty-nine percent of all participating students attend Minnesota's community colleges. The University of Minnesota and the State University System combined account for about 34 percent of all students. AVTIs and private colleges receive the fewest number of students.

The predominant place of the community college system in the program is to a large degree a consequence of their varied geographic locations throughout the State. The importance of accessibility to a student's choice of a PSI was noted earlier; the most geographically accessible institutions are community colleges and AVTIs. Of the two, community colleges are more suited to fulfill expectations that students have of the program, i.e., to get a head start on college. AVTIs essentially address different educational goals, ones not embraced by the majority of PSEO participants.

Students' choice of a postsecondary institutional type varied considerably by planning region (see Table 9).

TABLE 9: Percent of Participants by PSI Type Attended by Region

	Region									
	1	3	4	5	6	7	9	10	11	Row Total
AVTI	10.2	3.4	7.7	18.5	19.0	6.4	14.6	26.1	6.1	10.0 (363)
Community College	42.0	76.6	62.0	70.5	17.5	46.6	0.0	44.1	52.1	49.2 (1791)
PSI State University	38.1	0.9	10.3	9.7	62.5	35.4	62.9	25.4	1.2	17.5 (639)
University Of Minnesota	9.2	15.0	15.6	1.3	1.0	4.5	16.3	2.3	29.8	17.0 (619)
Private College	0.6	4.2	4.4	0.0	0.0	7.0	6.3	2.0	10.7	6.3 (230)
Column Total	100.0 (236)	100.0 (330)	100.0 (218)	100.0 (232)	100.0 (312)	100.0 (348)	100.0 (152)	100.0 (268)	100.0 (1545)	100.0 (3642)

As one might expect, the University of Minnesota is most significant in Region 11, the location of its main campus. Elsewhere it is less significant. Community colleges are the modal institutional type attended by PSEO students in all regions except Regions 6 and 9, where the State University system is the most frequently attended institutional type.

Activities and Performance at Postsecondary Level

In what courses do typical PSEO participants enroll? How many courses do they take and complete? What grades do they receive? Are there any differences by postsecondary institutional type?

The most typical student enrolled in only one course at a PSI. Nearly 29 percent of all students enrolled in only a single course. The general pattern is such that the percentage of students enrolled decreases as the number of courses increases (Table 10). Only 1 percent of the students have enrolled in 15 courses or more.

TABLE 10: Number of Courses Taken

Number of Courses	Percent of Students
1	28.6
2	18.7
3	10.9
4	8.3
5	6.2
6	6.4
7	2.6
8	4.1
9	3.1
10	2.2
11	1.9
12	2.6
13	1.4
14	2.3
15	.9

With respect to general subject areas, courses in the humanities (Social Studies, Social Science, History and Foreign Languages) were the most frequently chosen; 37.0 percent of all courses were in the humanities. The second most frequently chosen area was communications (English, American Literature, etc.), 24.8 percent of all courses chosen were in communications. Over 20 percent of all courses taken were classified as "other". This subject grouping includes physical education, health, home economics, business, and music. Courses in this grouping differ from other subject areas in a variety of important ways.

TABLE 11: PSI Courses Classified by Subject Matter (Abridged Classification)

Subject	Frequency	Percent
Communication	3732	24.8
Math & Science	1818	12.1
Humanities	5577	37.0
AVTI	834	5.5
Other	3118	20.7
Total	15079	100.0

PSEO students, for the most part, performed well in PSI classes. They completed nearly 87 percent of the courses in which they initially enrolled and dropped these courses 13 percent of the time. For completed courses, students received As and Bs in over 50 percent of the classes in which they were enrolled. They received failing grades less than 1 percent of the time and no credit or incomplete 19 percent of the time.

TABLE 12: Number of PSI Courses by Grade

Grade	Frequency	Percent
A	3704	24 6
B	4212	27 9
C	3111	20 6
D	637	4 2
F	106	7
Incomplete	696	4 6
No Credit	2205	14 6
Pass	409	2 7
Total	15079	100 0

Interestingly, their performance did not vary with increasing course loads. Students who took many courses seemed to do as well as those who enrolled in only a few (see Table A12, Appendix A). In fact, the students who took the greatest number of courses received the highest grades. However, course grades did, vary by postsecondary institutional type (see Table 13 and Table A10, Appendix A). Students had significantly higher grade point averages and received more As and Bs in courses taken at private colleges or universities.

TABLE 13: Aggregate GPA[a] by Institutional Type

Institutional Type	Aggregate GPA
AVTI	3 10
Community College	2 78
State University	3 03
University of Minnesota	3 07
Private College	3 18

[a] GPA is calculated on a 4 point scale (A=4. B=3. C=2. D=1. E=0) for those courses in which a student receives a grade. All courses are weighted equally regardless of its credit value. This GPA is calculated from all graded courses at a particular institutional type hence the title 'aggregate'

Over 69 percent of grades received at private colleges were As or Bs, and the aggregate GPA for all graded courses at these institutions was 3.18. Only 45 percent of grades received at community colleges were As or Bs, and the aggregate GPA for all graded courses at these institutions was 2.78. Grades that students received at the other types of institutions were within these two extremes. Perhaps, the most plausible explanation for this phenomenon is one of student selectivity.

There were also some significant grade differences by course subjects. Most prominent is that grades in the "other" subjects were somewhat higher than the remainder of subject areas. Grades in mathematics and science were somewhat lower (see Table A11, Appendix A). Students received As in over 33 percent of "other" courses and As or Bs in over 59 percent of these courses. In mathematics and science As were received in only 23 percent of the courses and As or Bs in only 46 percent of these courses.

TABLE 14: Students' Comparison of PSI Courses to High School Courses

PSI Courses Are	Percent
More Difficult	71.4
Same	22.9
Less Difficult	5.7

Students reported that, in general, courses at postsecondary institutions were more difficult than similar courses at the high school level. Table 14 indicates that students described nearly two-thirds of the PSI courses in which they enrolled as more difficult than equivalent high school courses and only 5 percent were reported to be less difficult. These evaluations varied by course subject (see Table A13, Appendix A). Again, courses classified as "other" were significantly different from the remainder of subject classifications. Only about 58 percent of these courses were rated as more difficult than high school courses, while well over 70 percent of the remainder of courses were so rated.

To summarize, students enrolled primarily in humanities and communication courses. They performed well in PSI courses; the majority receiving comparatively high grades. Students performed best at private colleges and least well at community colleges. They rated PSI courses as difficult when compared to equivalent high school courses.

HIGHLIGHTS

- The modal number of courses taken by students was 1.
- Humanities was the most popular subject area.
- Student GPAs were highest at private colleges and lowest at community colleges.
- About two-thirds of the courses were rated as more difficult than high school.
- Students received As or Bs in over 50 percent of the courses.
- The aggregate GPA for all graded courses was 2.87.

Other Program Factors

Do postsecondary institutions employ the same admittance criteria to PSEO participants as to regular applicants? On what bases do they encourage or discourage PSEO students from enrolling in courses at their institution. What bases do high schools use to encourage students to participate in the program? What criteria are used in awarding high school credit for PSI courses taken?

High school counselors rely upon a variety of factors in making judgments about whether to encourage or discourage a student from participating in the PSEO. Their assessment of the student's maturity is most often cited (83.5 percent of all schools). Other factors on which they base these judgments are: the student's interest in the program (68.1 percent); the student's overall GPA (65.0 percent); and whether an equivalent course is offered at the high school (64.6 percent).

Postsecondary institutions rely heavily on recommendations received from high school staff. Over 73 percent of all PSIs indicated that recommendations are an important factor in the decision to encourage students to participate in the PSEO at their school. Like the high schools, they also evaluate the student's maturity and past academic performance and use these evaluations as a basis for encouragement or discouragement.

Over 92 percent of all postsecondary institutions provide counseling for potential participants before they enroll. All institutions indicated that they make counseling services available to program participants after students begin their participation in the program; 60 percent of the schools make these services available to all participants and 40 percent make them available only to those who seek additional counseling.

In general, postsecondary institutions apply the same admission requirements to eleventh and twelfth grade students. Nearly 88 percent of all PSIs apply the same criteria to high school seniors and juniors. Similarly 72.3 percent of all PSIs apply the same admission criteria to PSEO participants and to regular first year students. However, this percentage varies significantly by institutional type. Over 87 percent of AVTIs and state university schools apply identical admission standards, but only 56 percent of other PSI types do so. These admission criteria include standardized test scores, class ranking, academic references, and personal references.

The only widely chosen criteria in the awarding of credits for PSI courses taken (see Table 15) is the minimum credit equivalency guidelines provided by the state.

41

Ninety percent of the high schools used these guidelines in their decision to award credits. Other significant, but less widely used, criteria included the total number of class periods and the length of class periods.

TABLE 15: Percent of High Schools Using the Following Criteria in Transferring Credits for a PSI Course

Criteria	Percent of High Schools
The Minimum Credit Equivalency Guidelines (as Described by MDE)	90.0
Total Number of Class Periods	40.4
Length of Class Periods	31.5
Course Syllabus	17.3
Institutional Type or Specific Institution	9.2

42

OVERALL PROGRAM ASSESSMENT

After one year of operation students, parents, high schools, and PSIs were generally pleased with the implementation of the program and its impact on participants. Students and parents responded the most favorably. Ninety-five percent of the students were either very satisfied or satisfied with the program. Only 1 percent of the students were very dissatisfied with the program. Of the students who were dissatisfied with the program, males expressed dissatisfaction more often than females. Further, students who were dissatisfied tended to have lower high school grades. One explanation for this may be that these students did not have high academic priorities in the first place and found it more difficult to keep up while participating in the program.

One indicator of program satisfaction is the two-thirds of the eleventh graders who indicated that they intended to continue in the program. Of the students who indicated that they did not plan to enroll in postsecondary courses during the twelfth grade, the most commonly stated reasons were that their program expectations had been met, that there were sufficient high school courses available, that they wanted to be with high school friends or participate in high school activities.

When asked about the type of PSI attended, students were the most satisfied with private colleges (76.1 percent were very satisfied), followed by University of Minnesota campuses (62.1 percent were very satisfied).

Parents were positive about all aspects of the program. They were particularly satisfied with the academic challenge of courses (97.1 percent), subject matter of courses (94.3 percent), PSI admission practices (91.1 percent), and the transfer of credits to high schools (89.2 percent). However, they were less satisfied with guidance or counseling at the high school (61.5 percent), and guidance or counseling at the PSI (81.2 percent). Only 4.8 percent felt that the program should be discontinued.

Parents also noted changes in the behavior of their children. Over 60 percent stated that program participation increased students' studying time, enthusiasm for learning, confidence in their abilities, and sense of responsibility. Relationships with high school friends and participation in sports decreased for about 25 percent of the students.

Generally, PSIs and high schools in the survey reported favorably on the program, although they were less supportive than students or parents. At both the high schools and PSIs counselors were more supportive of the program than teachers, particularly in the high schools (89.3 percent for PSI teachers versus 48.9 percent for high school teachers). When examining levels of support and preparedness by type of PSI we found that community colleges and state universities reported support for PSEO among virtually all of their teachers while vocational-technical schools reported lower levels of teacher support.

The PSIs and high schools reported that counselors were better prepared to administer the program. These two responses may very well be related. Counselors were more involved in and knowledgeable about the PSEO, which could account for their greater support. Table 16a shows the percentage of high school counselors and teachers' opinions of the program and Table 16b illustrates whether they were adequately prepared to administer the program.

TABLE 16a: High School Support for PSEO

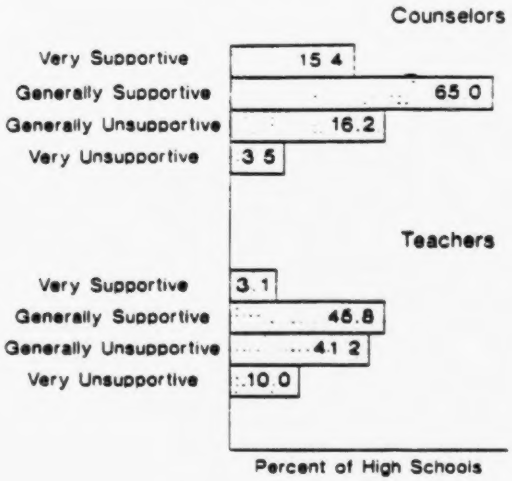
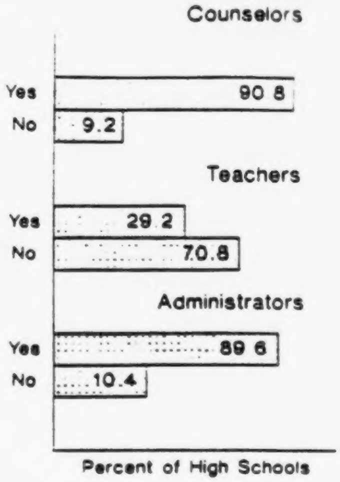


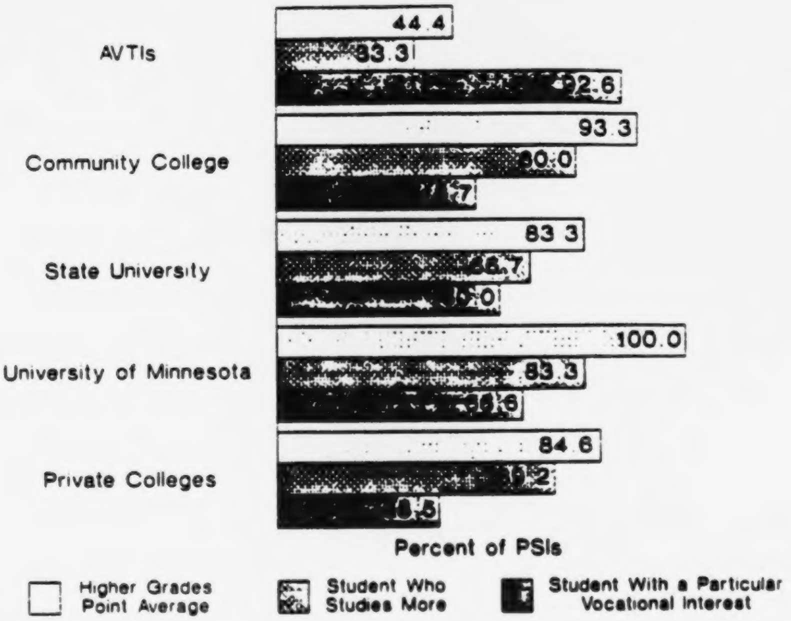
TABLE 16b: High School Able to Administer PSEO



Perceived Student Characteristics

Results from both the high school and PSI surveys indicate that the institution respondents thought that the PSEO was geared to students with higher high school grade point averages, students who study more than others, students who are mature, and students with a particular vocational interest. However, as shown in Table 17, not all PSIs responded similarly. In particular, the AVTIs were much less likely to respond that the program was geared toward a student with a high grade point average or who studied more and AVTIs were more likely to respond that the PSEO was geared to students with a particular vocational interest.

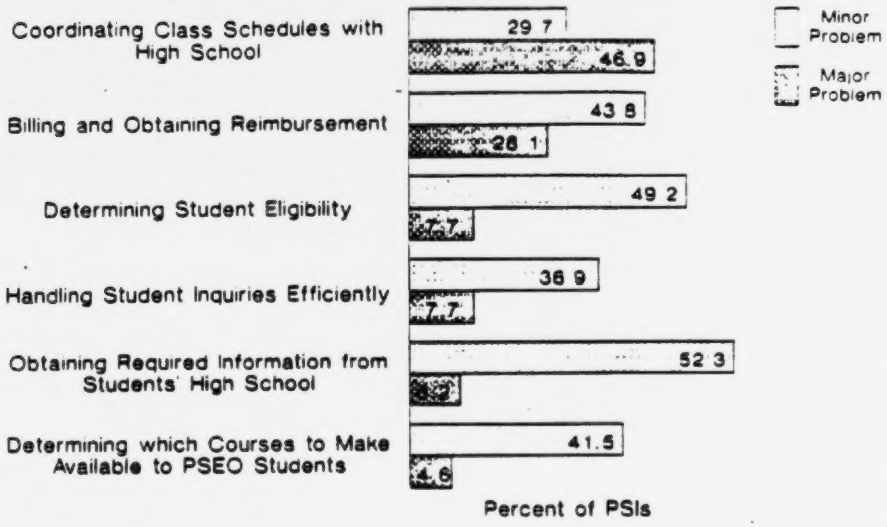
TABLE 17: Students to Whom PSEO is Geared According to PSIs



Problems

While the survey results indicate fairly consistent and widespread support for the program, students, high schools, and PSIs did indicate some areas where problems arose. For the students the most problematic area was the high school counselors' confusion over the awarding and transfer of credits. This was a major problem for 12.6 percent of the students and a minor problem for 20.7 percent. Students also indicated that the quarter/semester schedule conflicted with their high school schedule (6 percent major; 18 percent minor); registration was complicated (8.7 percent major; 12.1 minor); and transportation was difficult (4 percent major; 11 percent minor). The type or level of problems reported by the students was unrelated to the type of postsecondary institution they attended. However, as might be expected, the students who reported the most problems with the program were twelfth grade students who did not graduate from high school.

TABLE 18: Problem Areas of PSIs

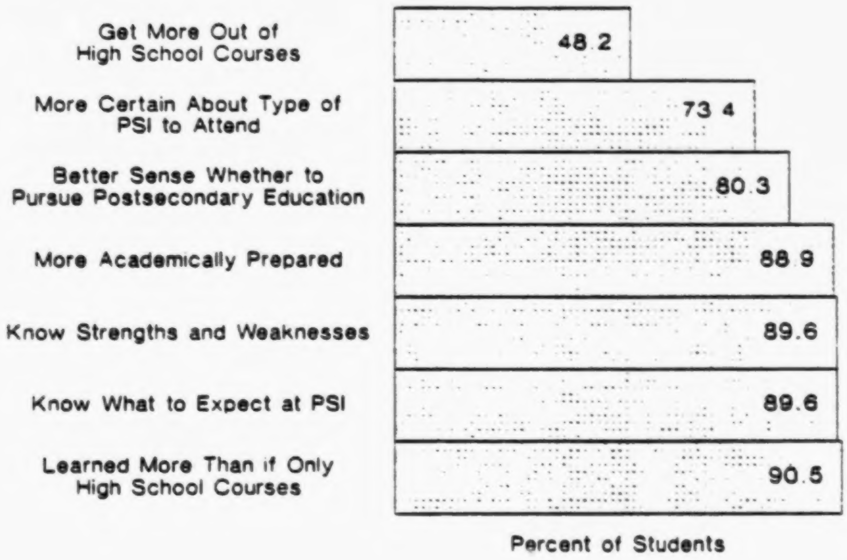


Only 10 percent of the high schools reported that the PSEO necessitated changing the schedule of events or classes. In contrast, the PSI respondents noted numerous problems which are shown in Table 18. Coordinating class schedules, which was also reported by the students, was the biggest problem, followed by billing and reimbursement. While other problems were mentioned by many PSIs, they were typically viewed as minor.

Advantages and Disadvantages

Even though respondents viewed the PSEO positively, they had varying opinions of the effects of the program on the students and institutions involved. The students overwhelmingly considered the experience to have benefited them personally and helped them to consider alternative career paths. Table 19 shows the percentage of students who reported benefits from the program. Over 80 percent of the students felt that program participation helped prepare them for the course and homework demands of postsecondary education, helped them decide whether or not to pursue postsecondary education, and gave them a clearer sense of their own strengths and weaknesses. Ninety percent found that they learned more by participating in this program than if they had only taken high school courses.

TABLE 19: Student Benefits From PSEO Participation



Similarly high response rates were found when students were questioned about their involvement in PSI courses. Over 85 percent reported that they actively participated in the PSI courses. They interacted with their instructors before and after class, asked questions during class, and made friends with other students. On the other hand, students tended to have little involvement with PSI student organizations, did not make much use of athletic facilities, and fewer than 50 percent studied at the campus library or checked out books.

The high schools found that the PSEO affected the level of student participation in high school activities. In 70.5 percent of the reporting high schools, student involvement in school activities decreased; 58.0 percent and 57.6 percent of the high schools, respectively, reported a decline in student involvement in academic and extracurricular clubs. However, on average, only 3.2 percent of eleventh and twelfth grade students participated in the PSEO. Over 85 percent of the high schools indicated that the program did not affect the number or type of courses they offered, nor the number of teachers or counselors on their staffs.

As shown in earlier sections, high school counselors played an important role in the success of the program. Therefore, it is not surprising that 50 percent of the high schools reported that the role of the counselors on the staff increased as a result of the PSEO.

On the negative side 37.5 percent of the high schools indicated that the program negatively affected staff morale. This is consistent with the level of support indicated by the high schools for high school teachers.

High school responses to questions regarding student academic performance were somewhat contradictory. Seventy-one percent of the high schools indicated that the program did not affect student academic performance; 23 percent reported that the PSEO positively affected student academic performance. However, 31 percent of the high schools reported that student grade point averages suffered from their participation.

When questioned about the interaction with the PSIs, 38.5 percent of the high schools said that the PSEO had a positive effect on their interactions, while only 7.0 percent thought that the PSEO resulted in poorer interactions. The remaining 55 percent reported no effect. Similar results were found among the PSIs. Fifty-one percent responded that the interactions were either very positive or generally positive, while 4.6 percent believed that relationships worsened. However, 46.2 percent of the PSIs indicated that they are concerned that the working relationships with local high schools might be damaged if they enrolled some of the high school's students.

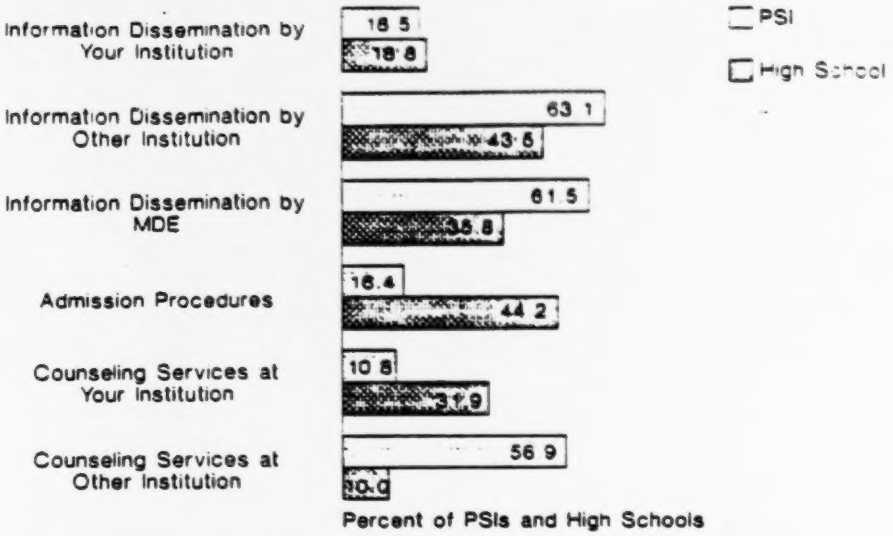
Even though the PSIs mentioned a number a problems, in most areas the program had only a minimal effect on the workings of the PSIs. With the exception of adding additional teaching staff (12.3 percent) fewer than 10 percent of the PSIs made changes in the amount or way courses were offered.

Areas for Change

Finally, parents, high schools, and PSIs were asked about changes or areas of improvement in the program. Parents expressed concern in two areas. A large proportion of parents (44.9 percent) felt that the program should be limited to high school seniors. (Note: most of the parents responding to the survey were parents of twelfth graders). Further, 20.3 percent felt that students should be limited to enrolling only in academic courses.

Table 20 shows the areas in which the high schools and PSIs believe improvements can be made. In general, each type of institution views the other as needing to make the change. For example, 10 percent of high schools and PSIs believe that counseling services at their institutions should be improved. However, 31.9 percent of the high schools felt that PSIs should improve counseling services and 56.9 percent of the PSIs indicated that high schools need to improve counseling services. A similar condition was also found on the subject of information dissemination. In the past year changes have already begun. Additional information about the program and the process for awarding credits was developed by the Minnesota Department of Education. Similarly, with more time available, additional counseling and dissemination efforts were undertaken by the high schools and PSIs.

TABLE 20: Areas to Attempt Program Improvement



The high schools also indicated that improvements could be made in awarding grades (21.9 percent), rules for credit transfer (36.2 percent), and scheduling of courses (31.2 percent).

In summary, for a program in operation only a year, the PSEO has garnered considerable support from all participants--students, parents, high schools, and PSIs. As one would expect in a program that was fully implemented with little time for advance planning, some areas of coordination and dissemination can be improved. Also, while the level of support is generally high, high school teacher support was noticeably mixed.

HIGHLIGHTS

- Students overwhelmingly satisfied with their participation in PSEO
- Parents and students view program as beneficial
- Problems reported by PSIs and high schools were generally few and minor in nature
- Little impact on the nature and scope of courses offered by high schools and PSIs

---

FISCAL IMPACT OF PSEO

The PSEO allows state-allocated foundation revenues of local school districts to be used to support students choosing to attend PSIs in accordance with the Postsecondary Enrollment Options Act. In effect, state-allocated revenues follow the students. In practice the PSIs receive payments from the MDE for the courses they provide to PSEO participants. Since monetary resources and some educational obligations (to participating students) follow students from local school districts to PSIs, the program has a fiscal impact on both participating PSIs and local school districts. This chapter addresses these fiscal impacts.

The analysis is organized around two core questions:

(1) What is the absolute fiscal impact (measured in a variety of ways) of the PSEO on PSIs and local school districts; and

(2) Does this impact on local school districts vary systematically with the characteristics of these school districts.

For discussion purposes, the two concerns are designated respectively, as absolute impact and differential impact.

There are a variety of ways one can assess the fiscal effects of the PSEO. No single measure can adequately describe the program's full impact, nor does any single measure capture all the nuances of different definitions of fiscal impact. Consequently, five indicators (measures) of fiscal impact are used in the analyses. Each reflects a different understanding of the more general concept or definition of fiscal impact.

In order to determine which indicators are relevant, it is important to understand the mechanisms by which PSEO payments are made.

Funding Formula

Each PSI is remunerated for the educational services that it provides to each PSEO participant. Normally, this is a full remuneration equivalent to what the institution receives for regular students who enroll in a like number of courses. However, the legislation imposes a limit on the amount that a district may pay to enroll a student at a PSI and consequently, a limit on the amount that a PSI may receive.[1]

This limit, for a student who attends no high school credit-bearing classes and enrolls only in courses at a postsecondary institution, is the foundation revenue generated by that student. The foundation revenue includes the local levy, basic state foundation aid, and all tier revenues derived from state formulas, but it excludes AFDC foundation revenue, categorical state aid, and federal funds. The average per pupil foundation revenue for participating school districts is $2,754; the minimum is $2,409 and the maximum is $3,307. Since the normal per credit charges at AVTIs and community colleges are about $26, at the University of Minnesota about $41, and at State Universities about $30; it is rare that PSIs do not receive normal payment for the educational services they provide. Per credit charges at private colleges and universities can be considerably higher than those at state institutions and it is in these instances where payment limits may have significant effects.

---

[1] Payments to postsecondary institutions shall be made by the 30th of July each year and shall be made in an amount equal to the LESSER of:

1. The total actual costs of tuition, textbooks, materials, and fees directly related to the course or program taken by the student for secondary credit, as billed by the postsecondary institution; or

2. Foundation aid not guaranteed to the district which is available for postsecondary courses as determined by the formula

   Foundation aid not guaranteed to district = $\frac{A - B}{C} \times D$ where--

   A = Annual hours of student membership in district,
   B = Annual hours student enrolled in high school courses,
   C = Annual hours of district instruction available to a full-time student, and
   D = Formula allowance plus total district tier revenue attributed to a full-time secondary student.

Source: Postsecondary Enrollment Options Act Guidelines, May 1986.

The foundation revenue amount is the maximum local school districts may "pay" and PSIs receive for full-time PSEO participants; however, most PSEO participants enroll only part-time at a PSI and remain at the high school for at least part of the school day. How is the maximum payment calculated for these students? In these instances, the foundation amount is prorated by the difference between unity and the ratio of (a) the amount of hours the participant attends credit-bearing classes at the high school to (b) the total number of hours the participant could possibly (normally) attend credit-bearing classes. This proration can be seen as a proxy for both the educational relief the high school enjoys in diminishing its pupil burden and the increased educational burden of the PSI. Although it is a less-than-percent measure of each, it does roughly approximate one particular notion of the resources exchanged between institutions.

All calculations and payments are made on a per pupil basis, based upon charges the student incurs at PSIs, foundation revenue the student generates, and the proration ratio indicating the level of educational activity. The MDE "collects receipts" from local school districts by withholding foundation revenues and then makes payments to PSIs.

This is a simplified and general description of the provisions for payments under the PSEO. Clearly, additional regulations and exceptional cases will create inconsistencies in the above scenario.

Defining Fiscal Impact

There are three plausible ways of defining the fiscal impact to be measured. The first is the absolute impact of total revenue shifts from local school districts to PSIs. Under the PSEO two type of resources are involved. These are fiscal, or dollar, resources and the type of resources required to educate a student (teachers, classrooms, and the like). Under the PSEO local school districts lose fiscal resources and gain some educational resources because their total pupil unit load is decreased.

On the other hand, PSIs gain fiscal resources, but are required to provide more educational services for the education of PSEO participants. However, this simple trade-off of resources does not reflect the fiscal impact of the PSEO because it does not take into consideration the way a PSI or local school district purchases educational resources.

If 1,000 students were enrolled in a high school and this high school has an operating budget of $2.5 million, then the average cost per student is $2,500. This $2,500 covers the cost of teachers, building services, the school library, books, support staff, etc. If five additional students enroll in the school, the full $2,500 is not needed to provide comparable educational resources for these new students. Although books and some other costs remain constant, no additional monies need to be expended for teachers, staff, building services, the library, etc. Economists would say that the "marginal cost" of educating the 1001st to the 1005th student are lower than previously enrolled students. By the same token, if 1005 students were enrolled in this high school and five students or five full-time equivalents sought education elsewhere (e.g., through the PSEO), then the relief of costs to the school is considerably less than $12,500 (5 x $2,500). For postsecondary institutions the complement is true. Although PSIs may increase their educational load by five full-time equivalents, their costs do not increase significantly. At some point, however, an additional student may greatly increase the cost because it may necessitate adding another section of a course.

The bottom line is that local school district revenues lost as a consequence of participation in the PSEO, are just that, lost revenues. For PSIs, revenues gained are essentially credits to their account. This notion of marginal costs is particularly relevant given the current size of the PSEO, i.e., a small number of students from each high school and relatively small increases in enrollment at PSIs. If the program were to increase in size considerably, the effect of these marginal cost factors becomes considerably more complex. There may be a time in the future, if the program grows and enrollments are stable, where local school districts or a PSI can make adjustments in educational resources to match changes in fiscal resources (e.g., release a teacher). However, currently and in the near future, these absolute changes in revenues can have an important fiscal impact.

Another way to define fiscal impact is on the basis of changes in per pupil unit revenues for the local school districts. This involves calculating district per pupil unit revenues under normal operating circumstances and performing the same calculation after adjustments are made for decreases in educational burden (pupil units) and decreases in foundation revenues. The difference between these two amounts is another way of assessing fiscal impact.

In contrast to total absolute revenue losses to a local school district, this type of fiscal impact will always appear to be beneficial to local school districts, since the decrease in revenues due to PSEO can never exceed the revenues normally generated by PSEO students.

The final way to define fiscal impact is to measure the relative cost of educating a full-time equivalent student at a postsecondary institution versus a local school district. This is important not only to local school districts and PSIs but also to the state, since it plays an important role in financing postsecondary education. Is it expensive? Is it a bargain? The PSEO program is intended to provide educational opportunities and choices to the state's secondary school students. The previous chapters report that it fulfills this mandate, but is it a fiscally reasonable endeavor?

Variables

These analyses use five measures of fiscal impact that measure all three definitions of fiscal impact. A brief description of all variables used in the analyses is presented in Table 21.

The first measure of impact, "AMOUNT", addresses the concept of absolute total revenues lost or gained. AMOUNT is measured as the total payment or deduction from

TABLE 21

Variable Descriptions

Variable Name	Description
AMOUNT	The total dollar amount deducted from district revenues. This amount is equal to the district's share of payments to PSIs.
REVDIF	The difference in per pupil unit operating revenues that are a function of PSEO. Changes in weighted ADMs and revenues are considered.
PCTFOUND	AMOUNT as a percentage of foundation revenue generated by eleventh and twelfth grade students.
PCTREV	AMOUNT as a percentage of total operating revenue.
COST.FTE	AMOUNT/PSEO.FTE.
PSEO.FTE	Student full-time equivalents which program participants spend outside of high school credited classes.
ADM	PK-12 average daily membership.
REGION	Minnesota educational administration region.
AFDCP	Percentage of students receiving AFDC.
PUPAID	Foundation aid per weighted average daily membership.
MILLAGE	District tax rate in mills.
PUPVAL	Per pupil equalized assessed valuation.
STRATIO	Ratio of state aid to total operating revenue (expressed as percent).
CH1SERVP	Percent of students served by Chapter 1.
BEFREV	Per pupil unit operating revenue before PSEO fiscal aid head count adjustments were made.
PSEORATE	Percent of district's students enrolling in PSEO.

district local school foundation revenues as a consequence of participation in PSEO. For PSIs, AMOUNT represents the total payments they receive.

Two measures of absolute revenue changes normed to district "fiscal size" have been used. The first, "PCTFOUND", is AMOUNT normed by the district's foundation revenue generated by PSEO eligible students, an amount critical to program payment calculations. The second, "PCTREV," is AMOUNT normed by the district's total operating revenue. Both measures can be conceived of as payment amounts adjusted for the size of the school district. In addition, PCTREV can be thought of as the payment amount in relation to the district's ability to absorb such revenue reductions. Although districts of the same size vary considerably in the elasticity of their budgets, generally, the larger the initial budget the less impact a given revenue reduction will have.

"REVDIF," addresses the second measure of impact, the per pupil unit notion of impact.

The final measure, "COST.FTE," is the district revenue reduction per full-time equivalent PSEO participant (as measured by reduction in district educational burden). It can be conceived of as one measure of the average cost of educating a PSEO participant at a PSI.

In addition several indicators of school district demographics and school finance were used. These are also described in Table 21.

Absolute Impact

A close inspection of Table 22 reveals that although the fiscal impact of the PSEO on local school districts is not zero, it is not substantively very significant. The mean revenue reduction for participating districts is $7,771, but this number is heavily influenced by a few very large districts with substantial revenue reductions (e.g., St. Paul). The median is only $3,405 and 75 percent of the cases have deficits of less than $8,319. Although these values are not trivial, they are not very significant when

TABLE 22

Descriptive Statistics for Measures of Fiscal Impact

Statistic	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
	Variable				
Mean	7,771	7.81	0.76	0.13	1,534
N	272	272	272	272	272
S.D.	14,193	10.57	0.89	0.15	448
Minimum	136	0.07	0.01	0.00	290
Maximum	123,001	98.39	8.15	0.97	2,827
Value At:					
5th percentile	255	0.56	0.05	0.01	742
25th percentile	1,196	2.06	0.22	0.04	1,295
Median	3,405	4.88	0.47	0.08	1,532
75th percentile	8,319	9.23	0.98	0.17	1,823
95th percentile	27,138	24.47	2.51	0.37	2,287

compared to total district revenues. In fact, the average revenue reduction as a percent of total operating revenues (PCTREV) is only slightly more than 1/10 of 1 percent and the average revenue reduction as a percent of grade 11 and grade 12 foundation revenue is only about 8/10 of 1 percent.

An alternative measure of fiscal impact, REVDIF, indicates the per pupil revenue differences before and after adjustments have been made for both revenue reductions and pupil load (ADM). The mean of REVDIF is $7.81 and the median $4.88. Seventy-five percent of all districts had per pupil revenue gains of $9.23 or less. Again these numbers are not negligible but not substantively significant.

The final measure of fiscal impact, COST.FTE, has a somewhat different meaning. It is one measure of the cost to the district of educating a full-time equivalent student at a PSI. It is not directly comparable to similar numbers for educating a student within the district, for it does not include expenditures for support staff and other constant costs that the district still incurs. Both the median and the mean of this variable are about $1,530. The middle 50 percent of districts range from $1,295 to $1,823. These numbers approximate normal tuition costs at state PSIs.

Differential Impact

All measures of impact, except COST.FTE, vary significantly by planning region (see Table 23). Region explains about 10 percent of the variation in each of these variables. As one would expect, the average revenue deduction (AMOUNT) in Region 11 is over twice that of the next highest region. Region 11 contains the large urban school districts. Regions 6 and 9 have the lowest average revenue deductions.

Per pupil revenue changes (REVDIF) are high in Regions 1 and 3 and low in 7, 10, and 11. All other factors being equal, small districts will score high on this variable and large districts will score low (the correlation between REVDIF and ADM is 0.83). This is probably why Region 11 is low. The pattern is the same for PCTFOUND and PCTREV.

TABLE 23

Regional Variations in Measures of Fiscal Impact

Region	Mean of Measure of Fiscal Impact				
	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
1	5,082	17.34	1.32	0.19	1,454
3	6,691	11.49	1.11	0.19	1,548
4	5,864	8.32	0.93	0.16	1,644
5	8,222	9.25	1.04	0.17	1,687
6	4,407	8.29	0.78	0.14	1,470
7	5,177	3.98	0.50	0.09	1,555
9	4,121	6.70	0.76	0.15	1,617
10	5,558	4.53	0.46	0.09	1,383
11	18,897	4.56	0.40	0.08	1,567
All Districts	7,771	7.81	0.76	0.13	1,534
ETA	0.37	0.37	0.34	0.30	0.19

There is little variation in COST.FTE.

Association measures for a series of other district characteristics were calculated with the five indicators of fiscal impact. These include: district size (ADM); district poverty (AFDCP, and CHISERVP); district fiscal characteristics (PUPAID, MILLAGE, PUPVAL, STRATI0, and BEFREV); and PSEO participation rate (PSEORATE). In general, these district characteristics, with the exception of size and PSEO participation rate, are not strongly related to measures of fiscal impact (see Tables 24 through 28). Univariate and bivariate statistics (Pearson correlations and statistics derived from analysis of variance) were used in the analysis. See Appendix D for a discussion of the methodology used to calculate these measures of association.

District size, as measured by average daily membership (ADM), is very strongly related to the absolute revenue reduction resulting from the PSEO program (AMOUNT). This is not surprising because large districts generally have greater absolute numbers of students participating in the program and, hence, greater revenue reductions.

PSEO participation rate (PSEORATE) is strongly related to all measures of fiscal impact that have been normed by district size. These measures are REVDIF (r=0.71), PCTFOUND (r=0.63), and PCTREV (r=0.60). This also should be expected, since the greater the number of participants the greater the revenue deduction. If both of these variables are then normed by estimates of district size the resulting variables are participation rates and normed measures of impact. By processes of logical deduction one should expect them to be associated.

Revenues per pupil before program adjustments have been made (BEFREV) show a small, but significant, association with REVDIF (r=0.32, eta=0.27). This means that there is a slight tendency for high revenue districts to receive more gains as a consequence of PSEO when fiscal impact is measured this way.

None of the district characteristics exhibit substantially significant associations with COST.FTE.

TABLE 24

Statistics for Bivariate Associations of AMOUNT and Selected Variables

Variable	Correlation (r)	Mean of AMOUNT by Quartiles of Selected Variables					
		Lowest	Second	Third	Highest	All Districts	ETA
ADM	0.83	2,284	3,947	5,297	19,556	7,771	0.49
AFDCP	0.23	7,037	6,690	6,284	11,073	7,771	0.14
CHISERVP	-0.15	13,102	6,095	7,051	4,712	7,771	0.23
PUPAID	-0.01	7,126	8,672	9,082	6,263	7,771	0.08
MILLAGE	0.09	4,176	8,892	7,386	10,629	7,771	0.17
PUPVAL	0.10	6,356	8,617	6,766	9,345	7,771	0.09
STRATIO	-0.18	10,919	6,708	8,915	4,542	7,771	0.17
BEFREV	0.06	7,414	6,712	7,776	9,182	7,771	0.06
PSEORATE	0.10	3,800	8,517	14,543	11,086	9,578*	0.25

---

* Missing data resulted in analysis based on only 215 cases.

TABLE 25

Statistics for Bivariate Associations of REVDIF and Selected Variables

		Mean of REVDIF by Quartiles of Selected Variables					
Variable	Correlation (r)	Lowest	Second	Third	Highest	All Districts	ETA
ADM	-0.11	12.78	8.46	5.09	4.91	7.81	0.30
AFDCP	0.12	5.44	6.59	10.03	9.20	7.81	0.18
CHISERVP	0.14	5.79	6.97	9.67	8.87	7.81	0.15
PUPAID	-0.08	9.57	8.08	6.31	6.98	7.81	0.12
MILLAGE	-0.05	8.20	9.05	7.29	6.71	7.81	0.08
PUPVAL	0.08	6.53	6.93	10.69	11.70	7.81	0.14
STRATIO	-0.13	9.57	9.40	6.58	5.71	7.81	0.16
BEFREV	0.32	5.14	6.51	6.90	12.71	7.81	0.27
PESORATE	0.71	2.42	5.00	8.55	19.06	8.82*	0.56

---

* Missing data resulted in analysis based on only 215 cases.

TABLE 26

Statistics for Bivariate Associations of PCTFOUND and Selected Variables

		Mean of PCTFOUND by Quartiles of Selected Variables					
Variable	Correlation (r)	Lowest	Second	Third	Highest	All Districts	ETA
ADM	-0.13	1.12	0.85	0.58	0.47	0.76	0.28
AFDCP	0.14	0.54	0.69	0.88	0.91	0.76	0.17
CHISERVP	0.12	0.57	0.71	0.87	0.88	0.76	0.14
PUPAID	-0.01	0.74	0.87	0.69	0.73	0.76	0.07
MILLAGE	-0.03	0.82	0.88	0.64	0.70	0.76	0.11
PUPVAL	0.02	0.64	0.71	1.03	0.64	0.76	0.18
STRATIO	0.00	0.74	0.83	0.81	0.64	0.76	0.08
BEFREV	0.06	0.66	0.71	0.71	0.94	0.76	0.12
PESORATE	0.63	0.28	0.56	0.91	1.66	0.85*	0.55

---

* Missing data resulted in analysis based on only 215 cases.

TABLE 27

Statistics for Bivariate Associations of PCTREV and Selected Variables

		Mean of PCTREV by Quartiles of Selected Variables					
Variable	Correlation (r)	Lowest	Second	Third	Highest	All Districts	ETA
ADM	-0.13	0.18	0.15	0.11	0.09	0.13	0.25
AFDCP	0.11	0.10	0.12	0.15	0.15	0.13	0.16
CHISERVP	0.08	0.10	0.13	0.15	0.14	0.13	0.13
PUPAID	0.01	0.12	0.15	0.13	0.12	0.13	0.09
MILLAGE	-0.03	0.13	0.16	0.12	0.12	0.13	0.12
PUPVAL	-0.01	0.11	0.13	0.18	0.10	0.13	0.19
STRATIO	0.03	0.12	0.14	0.14	0.12	0.13	0.08
BEFREV	-0.02	0.13	0.13	0.13	0.14	0.13	0.05
PESORATE	0.60	0.05	0.10	0.16	0.28	0.15*	0.56

---

* Missing data resulted in analysis based on only 215 cases.

TABLE 28

Statistics for Bivariate Associations of COST.FTE and Selected Variables

		Mean of COST.FTE by Quartiles of Selected Variables					
Variable	Correlation (r)	Lowest	Second	Third	Highest	All Districts	ETA
ADM	0.01	1,542	1,480	1,579	1,537	1,534	0.08
AFDCP	-0.03	1,491	1,630	1,510	1,506	1,534	0.12
CHISERVP	-0.04	1,526	1,598	1,497	1,517	1,534	0.09
PUPAID	0.02	1,508	1,580	1,525	1,528	1,534	0.06
MILLAGE	-0.04	1,576	1,572	1,490	1,500	1,534	0.09
PUPVAL	0.09	1,473	1,561	1,582	1,522	1,534	0.09
STRATIO	-0.01	1,587	1,472	1,547	1,531	1,534	0.09
BEFREV	-0.03	1,526	1,548	1,513	1,551	1,534	0.04
PSEORATE	-0.19	1,597	1,573	1,535	1,418	1,530*	0.16

---

* Missing data resulted in analysis based on only 215 cases.

In summary, fiscal characteristics of local school districts are not substantively associated with PSEO fiscal impact, regardless of the manner in which impact is defined. As anticipated, the variable most consistently related to fiscal impact is PSEO participation rate. Likewise district size is associated with absolute revenue deductions due to PSEO.

PSIs

On the average, postsecondary institutions received $27,599 in payments. Fifty percent of all PSIs received less than $13,333 and 25 percent of all PSIs received more than $40,556 (see Table 29). These impacts are similar to the fiscal impacts the PSEO has on local school districts. They are not trivial, but are quite small when compared to total institutional budgets.

Since institutional credit awarding procedures vary, all credits were converted to quarter credit equivalents. Forty-five quarter credits constitute a full-time equivalent (FTE). The average number of quarter credit equivalents enrolled in by PSEO students at a postsecondary institution was 753; this is approximately 17 full-time equivalent students. The median number of quarter credit equivalent is only 361 and the median number of PSEO FTEs only 8. Again, a few large institutions are skewing the distribution to the right.

The average payment to a PSI for a full-time equivalent PSEO student is $1,725. Fifty percent of the PSIs receive less than $1,441. There is substantial variation in these variables by postsecondary institution type (see Table 30). For example, the average payment to AVTIs is only $6,543 but, on average, community colleges receive over $49,000 and state universities over $67,000. PSI type explains 45 percent of the variation in payments received.

The number of full-time equivalents also varies considerably by PSI type. AVTIs, on average, educate only 6 FTEs, while community colleges educate 34, state universities 38, and the University of Minnesota campuses 23. Private colleges average

TABLE 29

Descriptive Statistics for Measures of Fiscal Impact (PSIs)

	Variable				
Statistic	Courses at PSI	Quarter Credit Equivalents at PSI	Number of PSEO FTEs	Amount	Amount Per FTE
Mean	193	753	17	27,599	1,725
N	76	76	76	76	76
S.D.	260	914	20	32,858	946
Minimum	1	2	0	50	505
Maximum	1,306	4,904	109	153,805	5,651
Value At:					
5th percentile	3	15	0	1,306	814
25th percentile	18	155	3	5,132	1,114
Median	50	362	8	13,333	1,441
75th percentile	276	911	20	40,556	1,969
95th percentile	655	2,570	57	101,001	3,674

TABLE 30

Selected Variables by Postsecondary Institution Type

	Mean of Selected Variable			
Type	Quarter Credit Equivalents at PSI	Number of PSEO FTEs	Amount	Amount Per FTE
AVTI	271	6	6,543	1,056
Community College	1,551	34	49,619	1,442
State University	1,710	38	67,141	1,775
University of Minnesota	1,043	23	46,496	2,019
Private College	156	5	15,778	3,218
All PSIs	753	17	27,599	1,725
ETA	0.69	0.68	0.67	0.85

only 5 FTEs per school. Institutional type explains 46 percent of the variation in the variable.

Finally, the amount of money each PSI receives per FTE educated also varies considerably by PSI type. PSI type explains 72 percent of the variation in payments per FTE. AVTIs receive the least ($1,056) and private colleges the most ($3,218).

Transportation

The statute required that the State Board of Education develop guidelines with respect to eligibility for reimbursement of transportation expenses incurred by students "in financial need" while participating in the program. The Board's guidelines provide that a family be at the poverty level before transportation be paid. A total of $50,000 was appropriated for the biennium.

For school year 1985-86, a total of $46,000 was spent for transportation reimbursement for 47 students. As a result, $4,000 remained for the second year of the biennium. Consequently, it was necessary for Commissioner Randall to exercise her statutory authority, to transfer funds from other transportation appropriations for use in this program for school year 1986-87. As of January 1987, approximately $15,000 has been expended for 25 students.

Concluding Remarks

There are a variety of ways of assessing the fiscal impact of the PSEO program. Each portrays a different understanding of that concept. Five indicators of fiscal impact were chosen for these analyses. Each shows non-trivial but substantively minor impacts. The PSEO program is small in size and the resulting fiscal impacts are consistent with the program's size. Table 31 presents a list of all participating school districts and the results of the five impact measures. Table 32 is a similar list for postsecondary institutions. Table 33 is a fiscal summary of the PSEO.

If the program were to increase in size, fiscal impacts would increase. The phenomenon of marginal costs makes it difficult to predict fiscal impacts of the program, if the program were to expand significantly.

PSEO impacts were not substantially associated with district fiscal characteristics, or district demographics (except size). There were, however, predictable relationships between PSEO participation rates and several measures of fiscal impact.

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
ADA	1189.50	12.02	.36	.07	551.83
ADRIAN	490.39	2.63	.13	.03	889.24
AITKIN	9855.28	12.83	1.17	.22	1420.09
AKELEY	5559.75	29.69	3.69	.58	1853.25
ALBANY	1447.89	1.15	.15	.03	1488.15
ALBERT LEA	6204.30	4.31	.20	.04	908.03
AMBOY-GOOD THUNDER	1161.97	3.38	.60	.09	2332.83
ANNANDALE	773.11	.53	.09	.02	1640.50
ANOKA	52064.69	2.02	.29	.05	1646.75
ASHBY	2085.20	19.91	1.15	.23	930.99
ATWATER	1478.65	3.62	.46	.07	1478.65
AUDUBON	2521.10	7.80	1.04	.21	1658.02
AURORA	8654.48	11.04	.90	.15	1527.77
AUSTIN	15446.66	10.92	.55	.09	1134.18
BABBITT	1740.80	6.50	.31	.06	1160.53
BAGLEY	1124.58	1.33	.16	.02	1687.68
BARNESVILLE	2071.48	3.31	.36	.06	1637.14
BARNUM	8345.11	11.83	1.97	.35	1863.31
BATTLE LAKE	4225.40	13.20	1.15	.26	1431.94
BECKER	5897.40	9.33	1.49	.20	1859.17
BELGRADE	221.90	.51	.07	.01	1594.18
BELLE PLAINE	1330.55	.56	.21	.05	2595.66
BELVIEW	202.26	.78	.19	.03	2750.74
BEMIDJI	61518.18	18.47	2.42	.38	1722.12
BENSON	3336.52	2.60	.38	.09	1774.98
BIG LAKE	3651.21	2.94	.73	.12	1798.74
BIWABIK	3700.45	14.13	1.00	.16	1624.48
BLOOMING PRAIRIE	3381.98	3.62	.64	.11	1939.45
BLOOMINGTON	7379.02	1.88	.07	.01	1050.93
BLUE EARTH	1948.16	1.47	.27	.05	2181.71
BRAHAM	3906.66	9.52	.64	.12	1065.63
BRAINERD	55989.96	14.47	1.55	.28	1512.87
BRECKENRIDGE	186.28	.07	.02	.01	2827.37
BREWSTER	1379.50	16.85	1.21	.15	1507.26
BROOKLYN CENTER	5919.38	9.23	.69	.11	1382.49
BROOTEN	1072.85	3.60	.43	.07	1501.99
BUFFALO	18349.13	6.52	.84	.16	1536.80
BURNSVILLE	15463.45	2.62	.25	.05	1472.16
BYRON	5856.44	7.02	1.02	.17	1464.11
CAMBRIDGE	12887.09	9.50	.64	.11	939.89
CANBY	7330.40	11.83	1.40	.29	1764.73
CANNON FALLS	1132.55	1.46	.15	.03	1287.55
CASS LAKE	5343.19	14.21	1.37	.17	1615.49
CENTENNIAL	3718.29	.83	.25	.04	2288.18
CHASKA	2952.73	1.70	.14	.03	1391.09
CHATFIELD	1658.30	6.65	.29	.06	681.49
CHISAGO LAKES	151.57	.07	.01	.00	1877.70
CHISHOLM	386.00	3.30	.05	.01	337.75
CLARKFIELD	3845.84	6.52	1.49	.27	2455.42
CLEARBROOK	7693.26	20.49	3.42	.55	2041.23
CLEVELAND	2831.70	4.64	1.29	.21	1886.10

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
CLOQUET	5839.12	2.76	.36	.07	2113.97
COLD SPRING	5668.47	2.46	.42	.09	2052.60
COLERAINE	13858.80	15.69	1.32	.21	1363.08
COLUMBIA HEIGHTS	13065.77	3.59	.48	.10	2019.08
COOK COUNTY	13030.28	29.58	3.47	.49	1902.56
COTTONWOOD	1163.98	2.56	.47	.09	1746.78
CROOKSTON	5230.81	5.08	.49	.09	1319.44
CROSBY	21008.16	26.70	2.73	.42	1302.35
DASSEL-COKATO	18505.15	14.73	2.01	.36	1479.18
DAWSON	2265.30	8.93	.60	.10	922.02
DEER RIVER	4626.75	7.38	.83	.12	1461.08
DELANO	12010.45	8.91	1.36	.28	1672.72
DETROIT LAKES	7009.58	3.33	.42	.08	1617.70
DILWORTH	493.50	3.12	.17	.02	1728.04
DODGE CENTER	5073.36	9.10	1.64	.28	1703.21
DOVER-EYOTA	2023.07	9.38	.49	.08	786.75
DULUTH	15088.88	1.84	.17	.03	1672.39
ECHO	2024.05	18.81	1.56	.29	2024.05
EDEN PRAIRIE	6458.77	5.87	.26	.04	734.43
EDGERTON	2058.00	17.04	1.04	.16	1443.24
EDINA	2210.68	.55	.04	.01	1894.87
ELGIN	664.65	1.58	.21	.04	1440.07
ELK RIVER	26719.76	5.02	.85	.16	1771.48
ELLSWORTH	154.55	5.28	.10	.02	446.77
ELY	5327.50	13.35	.87	.16	1184.61
ERSKINE	812.77	17.19	.49	.09	812.77
ESKO	6374.73	4.02	1.07	.21	2367.76
EVANSVILLE	941.88	5.68	.54	.10	1324.56
EVELETH	1788.50	1.85	.25	.04	1782.11
FARIBAULT	10816.79	3.69	.42	.07	1707.91
FARMINGTON	1223.65	.98	.10	.02	1300.91
FERGUS FALLS	33010.51	25.38	1.65	.33	1126.04
FINLAYSON	385.11	3.89	.27	.05	898.32
FLOODWOOD	12713.29	45.97	4.49	.97	1869.29
FOLEY	1569.24	.58	.17	.03	2257.61
FOREST LAKE	7741.72	1.97	.21	.04	1301.78
FRAZEE	7297.33	13.62	1.00	.18	1098.59
FRIDLEY	14951.53	5.28	.67	.14	2086.26
FULDA	7366.70	23.98	2.21	.34	1530.32
GARDEN CITY	5972.35	13.20	1.66	.29	1990.78
GAYLORD	1056.65	3.86	.23	.06	1129.05
GILBERT	255.00	1.53	.08	.01	920.00
GLENCOE	4113.72	4.30	.42	.09	1619.13
GLENWOOD	1514.60	1.74	.25	.04	1765.97
GOODRIDGE	9419.89	98.39	8.15	.95	1292.51
GRAND MEADOW	1003.00	4.74	.66	.08	1386.89
GRAND RAPIDS	8430.37	3.68	.28	.05	1301.78
GRANITE FALLS	10182.81	15.35	1.74	.33	1458.24
GROVE CITY	1591.45	7.13	.90	.15	1591.45
GRYGLA	1902.25	9.48	1.23	.17	1637.38
HANCOCK	4086.12	8.48	3.09	.40	2354.57

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
HASTINGS	9180.06	3.73	.30	.06	1451.99
HAYFIELD	1775.84	3.12	.32	.06	1331.88
HECTOR	406.06	.79	.15	.03	1980.24
HENDRICKS	311.80	9.23	.18	.04	624.19
HERMANTOWN	4683.47	3.03	.45	.10	1873.39
HIBBING	18392.40	8.93	.75	.14	1439.55
HILL CITY	6860.94	21.82	3.75	.60	1966.93
HINCKLEY	5361.92	6.45	1.24	.20	1787.31
HOPKINS	44726.85	15.35	.79	.15	1498.94
HOUSTON	1092.99	2.08	.31	.07	1592.64
HOWARD LAKE	1139.25	1.52	.17	.04	1812.92
HUTCHINSON	17171.38	9.05	1.06	.22	1487.68
INTERNATIONAL FALLS	9797.28	8.91	.68	.12	1359.90
INVER GROVE	13394.05	2.08	.64	.12	2396.90
IVANHOE	311.80	2.87	.17	.03	819.25
JANESVILLE	633.35	1.25	.18	.04	1552.55
JORDAN	3336.85	5.72	.46	.09	1242.26
KASSON-MANTORVILLE	2133.31	3.13	.35	.06	1119.61
KELLIHER	801.95	8.78	.38	.08	934.73
KENNEDY	479.89	3.62	.36	.06	2395.22
KENYON	772.50	2.95	.17	.04	1029.71
KERKHOVEN	1432.00	3.22	.39	.06	1666.75
KIMBALL	358.66	.21	.08	.01	2517.43
LA CRESCENT	1685.10	1.45	.19	.04	1687.86
LAKE BENTON	902.25	7.49	.67	.09	1361.00
LAKE CITY	5376.10	4.50	.60	.13	1609.14
LAKE CRYSTAL	7368.54	16.79	1.92	.32	1613.05
LAKE OF THE WOODS	10042.80	37.62	2.67	.41	1247.55
LAKE PARK	1241.35	2.64	.44	.08	1882.33
LAKE SUPERIOR	2109.05	1.78	.13	.02	1274.75
LAKEVILLE	3225.20	1.57	.15	.04	1214.48
LAPORTE	1270.50	5.02	.89	.13	2259.33
LE CENTER	6321.30	11.35	1.32	.31	1464.01
LE SUEUR	2818.66	4.04	.37	.08	1409.33
LEWISTON	4306.61	9.20	.74	.17	1464.83
LITCHFIELD	9811.41	7.11	.92	.17	1394.84
LITTLE FALLS	1297.75	.43	.06	.01	1957.32
LITTLEFORK-BIG FALLS	8349.45	40.79	2.82	.52	1170.13
LUVERNE	1922.93	1.46	.29	.05	1922.93
MADELIA	7890.21	16.25	1.84	.35	1826.10
MAHNOMEN	1262.42	8.84	.24	.04	597.75
MAHTOMEDI	8489.92	6.86	.69	.14	1617.92
MANKATO	10783.97	2.39	.29	.05	1620.60
MAPLE LAKE	1220.65	1.92	.26	.05	1895.40
MAPLETON	453.49	1.74	.16	.02	1124.61
MARSHALL	20245.80	9.00	1.45	.29	2028.18
MC GREGOR	3115.00	6.93	.96	.14	1659.25
MC INTOSH	2000.35	8.17	.99	.18	1600.90
MEDFORD	470.82	.80	.15	.03	1660.91
MENAHGA	4039.43	6.59	1.09	.20	1779.35
MIDDLE RIVER	897.76	2.46	.63	.10	2754.01

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
MILACA	339.60	.77	.03	.01	790.63
MILROY	623.60	9.49	.46	.08	1093.29
MINNEAPOLIS	113639.30	6.95	.52	.07	1504.75
MINNETONKA	14438.80	4.87	.33	.07	1540.06
MONTEVIDEO	1878.50	1.31	.22	.03	1878.50
MONTGOMERY	27913.46	32.63	4.02	.93	1653.01
MONTICELLO	4658.98	1.58	.39	.06	2054.00
MOORHEAD	20055.80	6.62	.73	.13	1569.43
MOOSE LAKE	4932.25	7.38	1.13	.21	1662.23
MORA	136.50	.34	.02	.00	637.19
MORRIS	9686.30	7.88	1.30	.26	2094.23
MOUNDS VIEW	33544.23	2.91	.41	.09	1895.82
NASHWAUK-KEEWATIN	9452.55	19.83	1.87	.29	1550.73
NEW LONDON-SPICER	521.50	2.04	.07	.01	527.86
NEW PRAGUE	19802.51	7.60	1.30	.35	2147.93
NEW ULM	2976.57	1.90	.16	.03	1545.25
NEW YORK MILLS	1974.11	3.52	.47	.08	1594.08
NEWFOLDEN	1897.35	8.20	.79	.12	1240.14
NICOLLET	1662.55	11.09	.67	.10	1662.55
NORTH BRANCH	2144.87	2.32	.19	.03	980.09
NORTH ST. PAUL-MAPLEWOOD	23798.55	5.20	.42	.07	1599.85
NORTHFIELD	186.95	.13	.01	.00	1307.47
OGILVIE	2681.05	10.73	.74	.13	974.93
ONAMIA	1831.80	5.88	.51	.06	1380.96
ORONO	3288.30	3.84	.19	.04	1274.38
OSAKIS	1181.27	1.95	.30	.06	1885.15
OSLO	708.00	86.22	.83	.07	365.43
OSSEO	62211.61	5.92	.65	.11	1366.82
OWATONNA	4688.23	1.64	.18	.04	1480.49
PARK RAPIDS	5234.97	4.09	.48	.08	1591.88
PAYNESVILLE	1183.36	.62	.15	.03	2202.42
PELICAN RAPIDS	7745.73	7.41	1.40	.26	1661.56
PERHAM	9849.75	13.24	1.26	.23	1494.85
PIERZ	1405.35	1.80	.20	.04	1966.41
PILLAGER	5498.30	16.01	2.04	.32	1533.72
PINE CITY	1900.04	1.54	.23	.04	1609.96
PINE ISLAND	979.02	1.96	.17	.03	1173.15
PINE RIVER	4895.90	10.93	1.12	.18	1221.03
PIPESTONE	9816.95	12.54	1.37	.24	1469.46
PLUMMER	2403.70	19.13	1.62	.29	1340.31
PRINCETON	6812.78	3.66	.41	.08	1530.17
PRIOR LAKE	10658.85	8.18	.54	.12	1013.08
PROCTOR	892.86	.63	.07	.01	1387.90
RANDOLPH	1138.15	14.65	.49	.08	712.51
RAYMOND	943.80	7.25	.60	.09	1123.32
RED LAKE	631.35	3.11	.17	.01	1112.22
RED LAKE FALLS	1040.49	3.51	.28	.06	1486.01
RED WING	4895.93	2.18	.26	.05	1756.13
REMER	6112.10	16.46	1.60	.23	1783.23
RICHFIELD	913.18	.78	.02	.00	881.39
ROBBINSDALE	47813.42	6.42	.41	.08	1450.89

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
ROCHESTER	26716.08	4.15	.31	.06	1383.69
ROCKFORD	8179.31	4.59	1.19	.19	2070.86
ROSEAU	184.79	.40	.02	.00	1098.96
ROSEMOUNT	69929.32	2.84	.87	.16	2098.18
ROSEVILLE	8522.92	1.88	.16	.03	1848.47
ROYALTON	1145.40	.72	.32	.05	2306.93
RUSH CITY	5180.71	6.30	1.11	.20	1746.81
RUTHTON	292.45	5.49	.18	.04	793.07
SACRED HEART	641.46	4.94	.51	.09	1505.67
SANDSTONE	478.39	4.89	.15	.01	822.03
SARTELL	11047.66	10.44	1.33	.25	1431.34
SAUK RAPIDS	8239.48	4.71	.63	.11	1617.09
SHAKOPEE	3257.65	2.98	.18	.04	1168.24
SLAYTON	18851.21	49.04	3.64	.69	1238.61
SLEEPY EYE	4689.60	10.53	1.16	.19	1828.62
SOUTH KOOCHICHING	1805.55	7.27	.58	.11	1805.55
SOUTH ST. PAUL	3428.93	.83	.16	.03	2285.95
SOUTH WASHINGTON COUNTY	18886.89	2.39	.34	.07	1596.08
SOUTHLAND	2108.45	8.49	.44	.07	1332.87
SPRING LAKE PARK	11269.39	4.78	.45	.08	1459.16
ST. ANTHONY-NEW BRIGHTON	5143.86	11.66	.52	.12	1386.45
ST. CHARLES	286.95	.77	.05	.01	1005.23
ST. CLAIR	1605.50	11.43	.57	.09	1044.86
ST. CLOUD	22464.39	4.34	.36	.07	1464.79
ST. FRANCIS	10014.38	6.20	.48	.07	1097.23
ST. JAMES	4494.80	4.05	.60	.12	1773.49
ST. LOUIS COUNTY	11110.90	8.39	.73	.10	1515.31
ST. LOUIS PARK	11854.65	3.90	.30	.06	2223.54
ST. MICHAEL-ALBERTVILLE	1131.83	1.98	.15	.03	1153.84
ST. PAUL	123001.48	9.43	.69	.09	1483.15
ST. PETER	4472.45	3.38	.44	.08	1659.26
STAPLES	265.95	.19	.03	.01	1934.34
STEWARTVILLE	2488.60	1.19	.26	.05	1954.22
STILLWATER	11493.56	1.73	.21	.05	1646.75
STRANDQUIST	1369.85	32.33	2.76	.26	1369.85
THIEF RIVER FALLS	6432.10	5.39	.47	.08	1243.53
TOWER-SOUDAN	6612.80	34.74	2.07	.36	1653.20
TRACY	1128.72	2.02	.17	.04	1431.58
TRIMONT	374.25	1.55	.21	.03	2189.76
TRUMAN	1889.00	5.08	.71	.11	1889.00
TYLER	1897.30	4.15	.93	.13	1897.30
ULEN-HITTERDAL	4229.88	20.68	2.17	.29	1249.74
UNDERWOOD	1744.05	5.19	.66	.12	1592.39
UPSALA	2112.50	5.26	.73	.14	1853.07
VERNDALE	2860.78	8.16	1.09	.21	1429.71
VIRGINIA	5008.70	7.42	.37	.06	1093.76
WABASHA	5461.68	9.08	.98	.22	1396.29
WABASSO	1213.85	6.90	.25	.06	1054.97
WACONIA	4108.89	6.08	.39	.09	1398.80
WADENA	8048.98	9.25	.91	.17	1587.89
WALDORF-PEMBERTON	160.00	1.72	.07	.01	746.67

Table 31: Alternative Measures of Fiscal Impact for School Districts

District Name	AMOUNT	REVDIF	PCTFOUND	PCTREV	COST.FTE
WALKER	3302.02	7.55	.78	.12	1515.91
WASECA	3169.33	1.32	.26	.05	2070.70
WATERTOWN-MAYER	4991.33	5.60	.81	.15	1537.11
WAUBUN	1020.55	1.81	.30	.03	2255.42
WAYZATA	23822.27	3.49	.48	.11	2006.54
WELLS	228.50	2.05	.05	.01	480.33
WEST CONCORD	2781.89	6.38	.94	.17	1940.85
WEST ST. PAUL	6002.84	2.02	.19	.04	1605.41
WESTONKA	5860.89	4.14	.30	.05	1526.64
WHITE BEAR LAKE	18509.66	4.56	.35	.07	1330.20
WILLMAR	7101.14	3.83	.30	.05	1324.33
WINDOM	255.30	.22	.03	.01	1919.15
WINONA	50706.38	12.28	1.62	.31	1915.33
WINTHROP	155.54	.40	.05	.01	1740.10
WORTHINGTON	11107.30	9.31	.76	.13	1361.09
WRENSHALL	959.95	2.62	.51	.07	2248.09
ZUMBROTA	135.90	2.46	.03	.01	289.80

Table 32: Fiscal Impact of PSEO on Post-Secondary Institutions

	PSI Name	Number of Courses	Number of Quarter Credit Equivalents	Number of FTE	Payment Received	Payment Per FTE
AVTI	916 AVTI	29	327	7.27	5958.56	819.99
	ALBERT LEA AVTI	13	175	3.89	3990.75	1026.19
	ANOKA AVTI	26	378	8.40	6570.67	782.22
	AUSTIN AVTI	16	192	4.27	3571.97	837.18
	BEMIDJI AVTI	7	59	1.31	1750.04	1334.78
	BRAINERD AVTI	57	649	14.42	15705.55	1088.98
	CANBY AVTI	18	321	7.13	7330.40	1027.63
	DAKOTA COUNTY AVTI	12	186	4.13	4344.37	1051.06
	DETROIT LAKES AVTI	50	633	14.07	15544.32	1105.05
	DULUTH AVTI	15	234	5.20	5604.00	1077.69
	FARIBAULT AVTI	33	489	10.87	12529.81	1153.05
	GRANITE FALLS AVTI	15	117	2.60	2585.01	994.23
	HIBBING AVTI	2	2	.04	50.00	1125.00
	HUTCHINSON AVTI	119	850	18.89	24751.31	1310.36
	JACKSON AVTI	6	55	1.22	1604.66	1312.90
	MANKATO AVTI	19	181	4.02	4051.22	1007.21
	MINNEAPOLIS AVTI	20	151	3.36	3678.85	1096.35
	MOORHEAD AVTI	16	126	2.80	3208.47	1145.88
	PINE CITY AVTI	21	345	7.67	8756.06	1142.09
	PIPESTONE AVTI	1	15	.33	168.36	505.08
	RED WING AVTI	29	186	4.13	4590.71	1110.66
	ROCHESTER AVTI	16	200	4.44	5110.99	1149.97
	ST. CLOUD AVTI	21	181	4.02	2868.80	713.24
	ST. PAUL AVTI	37	444	9.87	12732.03	1290.41
	STAPLES AVTI	8	117	2.60	2738.13	1053.13
	THIEF RIVER FALLS AVTI	34	238	5.29	5821.70	1100.74
	WADENA AVTI	34	463	10.29	11394.86	1107.49
	WILLMAR AVTI	17	72	1.60	1798.62	1124.14
	WINONA AVTI	32	477	10.60	10950.22	1033.04
Community College	ANOKA-RAMSEY COMMUNITY COLLEGE	522	1828	40.62	59084.96	1454.50
	ANOKA-RAMSEY COMMUNITY COLLEGE	233	772	17.16	24519.65	1429.25
	AUSTIN COMMUNITY COLLEGE	183	626	13.91	19429.61	1396.70
	BRAINERD COMMUNITY COLLEGE	734	2561	56.91	83293.00	1463.56
	FERGUS FALLS COMM. COLLEGE	565	1812	40.27	60031.53	1490.85
	HIBBING COMMUNITY COLLEGE	330	1001	22.24	33373.60	1500.31
	INVER HILLS COMMUNITY COLLEGE	596	1939	43.09	63429.20	1472.05
	ITASCA COMMUNITY COLLEGE	504	1529	33.98	50419.50	1483.90
	LAKEWOOD COMMUNITY COLLEGE	519	1717	38.16	55997.85	1467.62
	MESABI COMMUNITY COLLEGE	272	915	20.33	29746.53	1462.94
	MINNEAPOLIS COMMUNITY COLLEGE	445	1525	33.89	46747.25	1379.43
	NORMANDALE COMMUNITY COLLEGE	839	3282	72.93	103476.9	1418.79
	NORTH HENNEPIN COMMUNITY COLLEGE	1306	4904	108.98	153805.0	1411.34
	NORTHLAND COMMUNITY COLLEGE	253	833	18.51	25069.74	1354.31
	RAINY RIVER COMMUNITY COLLEGE	277	900	20.00	28410.38	1420.52
	ROCHESTER COMMUNITY COLLEGE	480	1611	35.80	51998.20	1452.46
	VERMILION COMMUNITY COLLEGE	77	239	5.31	8141.40	1532.90
	WILLMAR COMMUNITY COLLEGE	209	684	15.20	21005.41	1381.93
	WORTHINGTON COMMUNITY COLLEGE	230	783	17.40	24786.95	1424.54

Table 32: Fiscal Impact of PSEO on Post-Secondary Institutions

	PSI Name	Number of Courses	Number of Quarter Credit Equivalents	Number of FTE	Payment Received	Payment Per FTE
State University	BEMIDJI STATE UNIVERSITY	637	2317	51.49	92417.02	1794.89
	MANKATO STATE UNIVERSITY	641	2212	49.16	87589.90	1781.89
	MOORHEAD STATE UNIVERSITY	162	573	12.73	22986.85	1805.25
	SOUTHWEST STATE UNIVERSITY	598	1880	41.78	70848.83	1695.85
	ST. CLOUD STATE UNIVERSITY	560	2100	46.67	80749.50	1730.35
	WINONA STATE UNIVERSITY	302	1180	26.22	48251.21	1840.09
University of Minnesota	U OF M - CORRESPONDENCE	116	510	11.33	22027.37	1943.59
	U OF M - CROOKSTON CAMPUS	38	114	2.53	5230.81	2064.79
	U OF M - DULUTH CAMPUS	205	741	16.47	32555.79	1977.07
	U OF M - EXTENSION	594	2497	55.49	100564.1	1812.33
	U OF M - MINNEAPOLIS CAMPUS	630	2622	58.27	126985.9	2179.39
	U OF M - MORRIS CAMPUS	127	511	11.36	24421.79	2150.65
	U OF M - WASECA CAMPUS	107	307	6.82	13687.88	2006.37
Private College	AUGSBURG COLLEGE	24	96	3.20	10418.83	3255.88
	BETHEL COLLEGE	215	765	25.50	75008.96	2941.53
	COLLEGE OF ST. BENEDICT	18	57	1.90	5692.63	2996.12
	COLLEGE OF ST. CATHERINE	34	136	4.53	12977.42	2862.67
	COLLEGE OF ST. SCHOLASTICA	43	168	3.73	9602.73	2572.16
	COLLEGE OF ST. TERESA	52	179	3.98	9208.08	2314.88
	COLLEGE OF ST. THOMAS	49	193	6.43	21953.03	3412.39
	CONCORDIA COLLEGE - MOORHEAD	48	172	5.73	14644.55	2554.28
	CONCORDIA COLLEGE - ST. PAUL	12	36	.80	4191.68	5239.60
	GUSTAVUS ADOLPHUS COLLEGE	31	100	3.33	5568.76	1670.63
	HAMLINE UNIVERSITY	76	228	7.60	42950.23	5651.35
	MACALESTER COLLGEG	18	72	2.40	5196.77	2165.32
	MPLS COLLEGE OF ART & DESIGN	54	115	3.83	17148.17	4473.44
	ST. JOHN'S UNIVERSITY	3	12	.40	1413.40	3533.50
	ST. MARY'S COLLEGE	3	8	.27	700.52	2626.95

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI ****			
							**** PERCENTAGE OF ****			
								---- FOUNDATION -----		
	DISTRICT NAME	TOTAL OPERATING REVENUE	FOUNDATION REVENUE PK-12	FOUNDATION REVENUE 11-12	FOUNDATION REVENUE PSEO	AMOUNT PAID TO PSI	OPER REV	PK-12	11-12	PSEO
52101	ADA	1,812,690	1,170,432	239,588	5,538	1,190	.07	.10	.50	21.48
51101	ADRIAN	1,828,776	1,314,249	271,433	1,528	490	.03	.04	.18	32.09
101	AITKIN	4,503,598	3,102,306	624,824	19,305	9,855	.22	.32	1.58	51.05
30101	AKELEY	961,014	654,400	122,093	8,406	5,560	.58	.85	4.55	66.14
74501	ALBANY	4,436,513	3,361,330	679,068	2,603	1,448	.03	.04	.21	55.62
24101	ALBERT LEA	16,216,905	11,124,808	2,280,529	19,530	6,204	.04	.06	.27	31.77
7901	AMBOY-GOOD THUNDER	1,335,072	703,443	141,779	1,253	1,162	.09	.17	.82	92.75
87601	ANNANDALE	4,615,418	3,435,535	597,315	1,250	773	.02	.02	.13	61.86
1101	ANOKA	99,931,163	70,552,387	12,972,188	85,881	52,065	.05	.07	.40	60.62
26101	ASHBY	903,675	665,888	131,510	6,241	2,085	.23	.31	1.59	33.41
34101	ATWATER	2,006,079	1,385,980	232,036	2,722	1,479	.07	.11	.64	54.31
2101	AUDUBON	1,227,703	855,261	176,785	4,043	2,521	.21	.29	1.43	62.36
69101	AURORA	5,604,264	3,706,470	731,935	16,694	8,654	.15	.23	1.18	51.84
49201	AUSTIN	16,357,717	10,425,810	2,094,354	40,498	15,447	.09	.15	.74	38.14
69201	BABBITT	2,989,124	1,873,544	408,876	4,443	1,741	.06	.09	.43	39.18
16201	BAGLEY	4,828,070	3,260,718	553,026	1,830	1,125	.02	.03	.20	61.45
14601	BARNESVILLE	3,325,310	2,103,971	412,492	3,475	2,071	.06	.10	.50	59.62
9101	BARNUM	2,382,988	1,713,026	318,442	12,309	8,345	.35	.49	2.62	67.80
54201	BATTLE LAKE	1,651,034	1,163,211	266,794	8,208	4,225	.26	.36	1.58	51.48
72601	BECKER	3,021,691	1,617,303	285,118	7,676	5,897	.20	.36	2.07	76.82
73601	BELGRADE	1,905,001	1,218,878	220,043	353	222	.01	.02	.10	62.91
71601	BELLE PLAINE	2,677,618	1,999,784	464,956	1,390	1,331	.05	.07	.29	95.69
63101	BELVIEW	694,355	395,615	75,583	202	202	.03	.05	.27	100.00
3101	BEMIDJI	16,363,621	10,915,906	1,944,807	97,899	61,518	.38	.56	3.16	62.84
77701	BENSON	3,617,965	2,806,088	655,627	5,155	3,337	.09	.12	.51	64.72
72701	BIG LAKE	3,094,043	2,378,789	371,567	5,348	3,651	.12	.15	.98	68.27
69301	BIWABIK	2,337,670	1,364,032	283,963	6,642	3,700	.16	.27	1.30	55.71
75601	BLOOMING PRAIRIE	3,027,390	2,088,361	380,341	4,847	3,382	.11	.16	.89	69.78
27101	BLOOMINGTON	52,710,251	32,801,148	7,882,908	21,573	7,379	.01	.02	.09	34.21
24001	BLUE EARTH	3,611,043	2,478,102	525,898	2,495	1,948	.05	.08	.37	78.07
31401	BRAHAM	3,291,294	2,392,512	464,714	9,989	3,907	.12	.16	.84	39.11
18101	BRAINERD	20,093,852	14,032,721	2,699,977	102,720	55,990	.28	.40	2.07	54.51
84601	BRECKENRIDGE	3,499,724	2,480,948	557,259	186	186	.01	.01	.03	100.00
51301	BREWSTER	945,197	480,542	83,737	2,598	1,380	.15	.29	1.65	53.09
28601	BROOKLYN CENTER	5,210,566	3,688,685	689,244	12,780	5,919	.11	.16	.86	46.32
73701	BROOTEN	1,460,587	948,265	181,360	1,853	1,073	.07	.11	.59	57.90
87701	BUFFALO	11,798,685	8,241,870	1,583,814	31,621	18,349	.16	.22	1.16	58.03
19101	BURNSVILLE	30,334,243	21,782,142	4,420,542	30,289	15,463	.05	.07	.35	51.05
53101	BYRON	3,496,812	2,537,028	412,123	10,779	5,856	.17	.23	1.42	54.33
91101	CAMBRIDGE	11,517,418	8,353,713	1,478,403	36,896	12,887	.11	.15	.87	34.93
89101	CANBY	2,537,607	1,691,141	379,009	11,396	7,330	.29	.43	1.93	64.32
25201	CANNON FALLS	4,443,183	3,169,612	558,783	2,415	1,133	.03	.04	.20	46.89
11501	CASS LAKE	3,236,990	2,052,119	328,262	9,399	5,343	.17	.26	1.63	56.85
1201	CENTENNIAL	10,393,821	7,389,426	1,097,368	4,566	3,718	.04	.05	.34	81.43
11201	CHASKA	11,245,115	7,488,706	1,528,381	6,002	2,953	.03	.04	.19	49.19
22701	CHATFIELD	2,622,898	2,044,567	416,384	6,585	1,658	.06	.08	.40	25.18
14101	CHISAGO LAKES	6,858,961	4,869,972	904,840	219	152	.00	.00	.02	69.07
69501	CHISHOLM	4,287,856	3,112,451	585,552	3,406	386	.01	.01	.07	11.33
89201	CLARKFIELD	1,432,500	855,602	187,500	4,009	3,846	.27	.45	2.05	95.93

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI ****			
							****	PERCENTAGE OF ---- FOUNDATION ----		****
	DISTRICT NAME	TOTAL OPERATING REVENUE	FOUNDATION REVENUE PK-12	FOUNDATION REVENUE 11-12	FOUNDATION REVENUE PSEO	AMOUNT PAID TO PSI	OPER REV	PK-12	11-12	PSEO
16101	CLEARBROOK	1,390,639	932,146	170,904	10,488	7,693	.55	.83	4.50	73.35
39101	CLEVELAND	1,375,573	1,040,944	157,924	4,014	2,832	.21	.27	1.79	70.54
9401	CLOQUET	8,896,575	5,841,347	1,200,221	8,182	5,839	.07	.10	.49	71.36
75001	COLD SPRING	6,520,897	4,238,935	963,208	7,216	5,668	.09	.13	.59	78.55
31601	COLERAINE	6,530,224	4,627,997	811,569	29,764	13,859	.21	.30	1.71	46.56
1301	COLUMBIA HEIGHTS	13,251,166	9,524,351	2,035,478	19,588	13,066	.10	.14	.64	66.70
16601	COOK COUNTY	2,634,602	1,451,722	268,659	18,956	13,030	.49	.90	4.85	68.74
41201	COTTONWOOD	1,292,818	866,050	177,875	1,611	1,164	.09	.13	.65	72.25
59301	CROOKSTON	5,980,163	4,499,496	786,269	11,550	5,231	.09	.12	.67	45.29
18201	CROSBY	4,975,589	3,633,576	606,417	43,658	21,008	.42	.58	3.46	48.12
46601	DASSEL-COKATO	5,187,405	3,715,414	667,169	33,051	18,505	.36	.50	2.77	55.99
37801	DAWSON	2,294,131	1,538,245	273,394	6,321	2,265	.10	.15	.83	35.84
31701	DEER RIVER	3,990,902	2,562,966	452,333	7,902	4,627	.12	.18	1.02	58.55
87901	DELANO	4,338,718	3,184,220	640,903	19,215	12,010	.28	.38	1.87	62.51
2201	DETROIT LAKES	8,792,467	6,296,246	1,255,746	11,842	7,010	.08	.11	.56	59.19
14701	DILWORTH	3,145,124	1,177,132	214,194	795	494	.02	.04	.23	62.11
20201	DODGE CENTER	1,814,280	1,352,815	228,623	8,071	5,073	.28	.38	2.22	62.86
53301	DOVER-EYOTA	2,678,917	1,790,647	300,310	6,912	2,023	.08	.11	.67	29.27
70901	DULUTH	55,294,650	36,668,166	7,346,566	26,003	15,089	.03	.04	.21	58.03
89301	ECHO	688,880	355,254	94,212	2,734	2,024	.29	.57	2.15	74.02
27201	EDEN PRAIRIE	15,280,006	10,070,107	1,813,863	23,887	6,459	.04	.06	.36	27.04
[illegible]101	EDGERTON	1,267,665	641,981	143,021	3,825	2,058	.16	.32	1.44	53.80
27301	EDINA	25,542,415	15,533,151	4,033,324	3,653	2,211	.01	.01	.05	60.52
80601	ELGIN	1,600,883	1,193,527	223,951	1,216	665	.04	.06	.30	54.64
72801	ELK RIVER	16,740,770	12,113,645	2,291,594	40,803	26,720	.16	.22	1.17	65.49
51401	ELLSWORTH	801,983	468,153	107,069	870	155	.02	.03	.14	17.76
69601	ELY	3,272,718	2,341,922	466,491	13,033	5,328	.16	.23	1.14	40.88
59701	ERSKINE	868,257	491,172	120,568	2,765	813	.09	.17	.67	29.40
9901	ESKO	3,034,341	2,184,386	435,675	7,534	6,375	.21	.29	1.46	84.61
20801	EVANSVILLE	971,134	641,834	124,660	1,872	942	.10	.15	.76	50.31
69701	EVELETH	4,662,167	3,094,731	565,688	2,726	1,789	.04	.06	.32	65.62
65601	FARIBAULT	14,439,369	9,615,385	1,907,162	17,735	10,817	.07	.11	.57	60.99
19201	FARMINGTON	6,795,995	4,904,241	866,969	2,566	1,224	.02	.02	.14	47.69
54401	FERGUS FALLS	9,911,954	6,599,610	1,454,854	77,713	33,011	.33	.50	2.27	42.48
57001	FINLAYSON	852,701	611,865	112,788	1,061	385	.05	.06	.34	36.29
69801	FLOODWOOD	1,313,055	948,203	226,205	19,920	12,713	.97	1.34	5.62	63.82
5101	FOLEY	4,994,429	3,321,390	669,724	1,729	1,569	.03	.05	.23	90.75
83101	FOREST LAKE	20,360,359	14,603,477	2,728,407	15,873	7,742	.04	.05	.28	48.77
2301	FRAZEE	4,124,741	2,881,420	539,132	18,064	7,297	.18	.25	1.35	40.40
1401	FRIDLEY	10,518,303	7,006,381	1,626,689	20,920	14,952	.14	.21	.92	71.47
50501	FULDA	2,190,655	1,289,293	241,416	13,185	7,367	.34	.57	3.05	55.87
7801	GARDEN CITY	2,055,211	1,246,758	260,951	8,402	5,972	.29	.48	2.29	71.08
73201	GAYLORD	1,891,910	1,363,078	331,525	2,621	1,057	.06	.08	.32	40.32
69901	GILBERT	2,261,606	1,449,246	223,948	810	255	.01	.02	.11	31.49
42201	GLENCOE	4,817,026	3,252,830	708,072	7,243	4,114	.09	.13	.58	56.79
61201	GLENWOOD	3,457,734	2,371,925	441,806	2,375	1,515	.04	.06	.34	63.78
56101	GOODRIDGE	990,673	567,971	84,166	20,256	9,420	.95	1.66	11.19	46.50
49501	GRAND MEADOW	1,222,943	807,257	109,594	1,950	1,003	.08	.12	.92	51.43
31801	GRAND RAPIDS	17,526,551	11,257,862	2,234,134	17,470	8,430	.05	.07	.38	48.26

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI ****			
							**** PERCENTAGE OF ****			
		TOTAL OPERATING REVENUE	FOUNDATION REVENUE PK-12	FOUNDATION REVENUE 11-12	FOUNDATION REVENUE PSEO	AMOUNT PAID TO PSI	OPER REV	---- FOUNDATION ----		
	DISTRICT NAME							PK-12	11-12	PSEO
89401	GRANITE FALLS	3,089,187	2,054,134	426,129	17,694	10,183	.33	.50	2.39	57.55
46401	GROVE CITY	1,086,936	742,114	128,362	2,816	1,591	.15	.21	1.24	56.50
44701	GRYGLA	1,103,991	724,230	110,880	3,390	1,902	.17	.26	1.72	56.12
76801	HANCOCK	1,018,527	673,981	96,708	4,559	4,086	.40	.61	4.23	89.62
20001	HASTINGS	16,005,850	10,105,447	2,256,927	17,356	9,180	.06	.09	.41	52.89
20301	HAYFIELD	3,011,955	2,152,062	400,464	3,631	1,776	.06	.08	.44	48.90
65101	HECTOR	1,371,524	949,046	200,264	545	406	.03	.04	.20	74.45
40201	HENDRICKS	873,592	482,825	123,303	1,382	312	.04	.06	.25	22.57
70001	HERMANTOWN	4,735,321	3,455,360	757,500	7,022	4,683	.10	.14	.62	66.69
70101	HIBBING	12,688,638	9,025,334	1,817,551	37,875	18,392	.14	.20	1.01	48.56
201	HILL CITY	1,141,760	806,587	143,301	9,596	6,861	.60	.85	4.79	71.50
57301	HINCKLEY	2,644,190	1,871,488	332,562	7,605	5,362	.20	.29	1.61	70.50
27001	HOPKINS	30,430,338	18,451,295	4,073,253	98,035	44,727	.15	.24	1.10	45.62
29401	HOUSTON	1,634,200	1,282,182	251,463	1,883	1,093	.07	.09	.43	58.06
88001	HOWARD LAKE	3,134,286	2,009,442	472,077	1,701	1,139	.04	.06	.24	66.99
42301	HUTCHINSON	7,783,817	5,809,143	1,171,615	31,978	17,171	.22	.30	1.47	53.70
36101	INTERNATIONAL FALLS	8,010,262	5,649,663	1,102,308	20,993	9,797	.12	.17	.89	46.67
19901	INVER GROVE	11,197,673	8,133,194	1,539,003	15,430	13,394	.12	.16	.87	86.80
40301	IVANHOE	1,226,870	833,266	129,336	1,030	312	.03	.04	.24	30.26
83001	JANESVILLE	1,698,545	1,284,673	256,676	1,080	633	.04	.05	.25	58.62
71701	JORDAN	3,533,434	2,502,964	531,650	7,197	3,337	.09	.13	.63	46.37
20401	KASSON-MANTORVILLE	3,658,282	2,768,996	436,931	4,977	2,133	.06	.08	.49	42.86
3601	KELLIHER	1,045,394	688,216	155,078	2,409	802	.08	.12	.52	33.29
35401	KENNEDY	834,607	413,227	94,771	586	480	.06	.12	.51	81.85
25401	KENYON	1,970,996	1,451,410	323,082	2,103	773	.04	.05	.24	36.73
77501	KERKHOVEN	2,346,964	1,526,600	267,208	2,420	1,432	.06	.09	.54	59.17
73901	KIMBALL	2,554,998	1,809,009	333,417	386	359	.01	.02	.11	92.87
30001	LA CRESCENT	4,276,447	3,092,456	653,659	2,784	1,685	.04	.05	.26	60.53
40401	LAKE BENTON	1,044,831	599,886	96,362	1,811	902	.09	.15	.94	49.82
81301	LAKE CITY	4,196,797	3,060,341	649,311	8,933	5,376	.13	.18	.83	60.18
7001	LAKE CRYSTAL	2,287,205	1,469,376	276,861	12,526	7,369	.32	.50	2.66	58.83
39001	LAKE OF THE WOODS	2,420,911	1,548,299	274,107	23,328	10,043	.41	.65	3.66	43.05
2401	LAKE PARK	1,513,462	1,043,762	204,069	1,787	1,241	.08	.12	.61	69.46
38101	LAKE SUPERIOR	8,819,359	5,951,157	1,187,111	4,730	2,109	.02	.04	.18	44.59
19401	LAKEVILLE	9,184,693	7,280,376	1,499,433	7,177	3,225	.04	.04	.22	44.94
30601	LAPORTE	1,011,608	607,925	104,502	1,609	1,271	.13	.21	1.22	78.97
39201	LE CENTER	2,031,108	1,612,896	347,746	11,992	6,321	.31	.39	1.82	52.71
39301	LE SUEUR	3,337,973	2,455,457	553,942	5,595	2,819	.08	.11	.51	50.38
85701	LEWISTON	2,524,845	1,755,442	421,788	8,298	4,307	.17	.25	1.02	51.90
46501	LITCHFIELD	5,800,201	4,513,696	778,259	19,503	9,811	.17	.22	1.26	50.31
48201	LITTLE FALLS	10,918,834	7,455,046	1,574,299	1,870	1,298	.01	.02	.08	69.41
36201	LITTLEFORK-BIG FALLS	1,620,992	1,109,980	229,135	18,916	8,349	.52	.75	3.64	44.14
67001	LUVERNE	4,049,143	2,539,997	484,956	2,480	1,923	.05	.08	.40	77.55
83701	MADELIA	2,226,024	1,412,117	311,104	12,000	7,890	.35	.56	2.54	65.75
43201	MAHNOMEN	3,053,296	1,950,428	398,569	5,844	1,262	.04	.06	.32	21.60
83201	MAHTOMEDI	5,955,657	4,104,845	893,870	15,008	8,490	.14	.21	.95	56.57
7701	MANKATO	21,087,298	14,680,620	2,788,690	18,683	10,784	.05	.07	.39	57.72
88101	MAPLE LAKE	2,517,157	1,670,486	349,797	1,783	1,221	.05	.07	.35	68.45
7201	MAPLETON	1,814,454	1,312,288	202,590	1,118	453	.02	.03	.22	40.56

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI **** **** PERCENTAGE OF ****			
	DISTRICT NAME	TOTAL OPERATING REVENUE	FOUNDATION REVENUE PK-12	FOUNDATION REVENUE 11-12	FOUNDATION REVENUE PSEO	AMOUNT PAID TO PSI	OPER REV	---- FOUNDATION ----- PK-12	11-12	PSEO
41301	MARSHALL	7,051,071	4,844,333	1,028,860	27,668	20,246	.29	.42	1.97	73.17
401	MC GREGOR	2,172,907	1,391,783	240,470	4,958	3,115	.14	.22	1.30	62.83
60301	MC INTOSH	1,110,611	735,054	155,254	3,152	2,000	.18	.27	1.29	63.47
76301	MEDFORD	1,558,656	1,213,063	219,840	751	471	.03	.04	.21	62.72
82101	MEKANGA	2,065,814	1,489,230	278,425	6,075	4,039	.20	.27	1.45	66.49
44001	MIDDLE RIVER	867,680	539,279	108,140	898	898	.10	.17	.83	100.00
91201	MILACA	5,607,524	3,786,821	799,147	1,181	340	.01	.01	.04	28.74
63501	MILROY	817,656	474,185	96,404	1,625	624	.08	.13	.65	38.37
103	MINNEAPOLIS	171,149,469	111,021,471	19,390,187	218,509	113,639	.07	.10	.59	52.01
27601	MINNETONKA	21,703,466	13,672,168	3,161,451	28,269	14,439	.07	.11	.46	51.08
12901	MONTEVIDEO	5,670,734	3,663,639	630,406	2,729	1,879	.03	.05	.30	68.84
39401	MONTGOMERY	2,999,354	2,154,357	504,650	44,887	27,913	.93	1.30	5.53	62.19
88201	MONTICELLO	8,166,510	5,060,290	890,399	5,478	4,659	.06	.09	.52	85.04
15201	MOORHEAD	16,018,970	10,632,443	2,004,647	35,509	20,056	.13	.19	1.00	56.48
9701	MOOSE LAKE	2,364,848	1,596,033	317,821	7,498	4,932	.21	.31	1.55	65.78
33201	MORA	4,527,223	3,213,979	542,227	521	137	.00	.00	.03	26.20
76901	MORRIS	3,702,531	2,543,765	539,062	13,163	9,686	.26	.38	1.80	73.59
62101	MOUNDS VIEW	37,830,832	27,856,494	5,871,599	52,072	33,544	.09	.12	.57	64.42
31901	NASHWAUK-KEEWATIN	3,252,719	2,226,989	376,652	18,736	9,453	.29	.42	2.51	50.45
34501	NEW LONDON-SPICER	4,463,311	3,137,929	521,577	2,638	522	.01	.02	.10	19.77
72101	NEW PRAGUE	5,721,551	4,149,874	1,097,081	25,498	19,803	.35	.48	1.81	77.66
8801	NEW ULM	9,848,147	6,332,647	1,341,415	5,527	2,977	.03	.05	.22	53.86
55301	NEW YORK MILLS	2,416,620	1,668,645	303,406	3,395	1,974	.08	.12	.65	58.14
44101	NEWFOLDEN	1,535,845	1,075,171	174,402	4,306	1,897	.12	.18	1.09	44.06
50701	NICOLLET	1,631,793	742,533	177,893	2,670	1,663	.10	.22	.93	62.26
13801	NORTH BRANCH	7,745,216	5,042,716	856,335	5,333	2,145	.03	.04	.25	40.22
62201	NORTH ST. PAUL-MAPLEWOOD	32,797,413	20,550,556	4,128,828	44,451	23,799	.07	.12	.58	53.54
65901	NORTHFIELD	10,729,945	7,035,890	1,456,686	411	187	.00	.00	.01	45.48
33301	OGILVIE	2,039,182	1,453,698	266,500	7,377	2,681	.13	.18	1.01	36.34
48001	ONAMIA	2,954,326	1,720,839	294,163	3,389	1,832	.06	.11	.62	54.05
27801	ORONO	8,076,856	5,190,607	1,210,529	7,902	3,288	.04	.06	.27	41.61
21301	OSAKIS	2,059,990	1,346,335	283,856	1,649	1,181	.06	.09	.42	71.66
44201	OSLO	954,976	303,796	61,311	4,793	708	.07	.23	1.15	14.77
27901	OSSEO	54,667,341	38,769,387	6,922,475	123,755	62,212	.11	.16	.90	50.27
76101	OWATONNA	12,621,420	9,192,422	1,917,891	8,797	4,688	.04	.05	.24	53.30
30901	PARK RAPIDS	6,878,244	4,853,761	867,350	9,052	5,235	.08	.11	.60	57.83
74101	PAYNESVILLE	4,158,419	2,886,801	558,768	1,442	1,183	.03	.04	.21	82.05
54801	PELICAN RAPIDS	2,975,397	2,171,723	401,592	11,778	7,746	.26	.36	1.93	65.77
54901	PERHAM	4,227,992	2,776,243	566,847	18,225	9,850	.23	.35	1.74	54.04
48401	PIERZ	3,155,353	1,771,167	502,455	1,754	1,405	.04	.08	.28	80.11
11601	PILLAGER	1,734,362	1,180,187	200,576	9,684	5,498	.32	.47	2.74	56.78
57801	PINE CITY	4,810,285	3,329,230	635,261	2,918	1,900	.04	.06	.30	65.11
25501	PINE ISLAND	3,140,564	2,252,135	414,603	2,275	979	.03	.04	.24	43.03
11701	PINE RIVER	2,772,617	2,091,827	368,061	10,004	4,896	.18	.23	1.33	48.94
58301	PIPESTONE	4,108,675	2,945,164	522,204	19,166	9,817	.24	.33	1.88	51.22
62801	PLUMMER	841,937	574,972	106,752	5,171	2,404	.29	.42	2.25	46.48
47701	PRINCETON	8,831,505	6,190,398	1,214,393	12,237	6,813	.08	.11	.56	55.67
71901	PRIOR LAKE	8,753,105	6,503,201	1,431,549	28,188	10,659	.12	.16	.74	37.81
70401	PROCTOR	7,228,516	5,227,883	982,348	1,787	893	.01	.02	.09	49.97

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI **** **** PERCENTAGE OF ****			****
								---- FOUNDATION		-----
	DISTRICT NAME	TOTAL OPERATING REVENUE	FOUNDATION REVENUE PK-12	FOUNDATION REVENUE 11-12	FOUNDATION REVENUE PSEO	AMOUNT PAID TO PSI	OPER REV	PK-12	11-12	PSEO
19501	RANDOLPH	1,376,724	818,513	167,557	4,261	1,138	.08	.14	.68	26.71
34601	RAYMOND	1,083,059	697,860	114,117	2,255	944	.09	.14	.83	41.86
3801	RED LAKE	4,837,708	2,905,814	383,384	1,587	631	.01	.02	.16	39.79
63001	RED LAKE FALLS	1,731,006	1,136,131	273,744	1,940	1,040	.06	.09	.38	53.65
25601	RED WING	10,449,251	6,857,083	1,359,996	7,837	4,896	.05	.07	.36	62.47
11801	REMER	2,641,144	1,542,890	291,081	9,751	6,112	.23	.40	2.10	62.68
28001	RICHFIELD	19,148,685	12,426,801	2,990,795	3,256	913	.00	.01	.03	28.05
28101	ROBBINSDALE	58,075,351	37,360,671	8,443,182	98,931	47,813	.08	.13	.57	48.33
53501	ROCHESTER	44,442,153	30,744,621	6,339,760	57,902	26,716	.06	.09	.42	46.14
88301	ROCKFORD	4,200,499	2,995,132	502,962	10,604	8,179	.19	.27	1.63	77.14
68201	ROSEAU	4,454,925	2,833,857	567,179	471	185	.00	.01	.03	39.26
19601	ROSEMOUNT	43,055,126	32,949,595	5,773,545	89,527	69,929	.16	.21	1.21	78.11
62301	ROSEVILLE	26,612,915	17,181,929	3,954,401	14,441	8,523	.03	.05	.22	59.02
48501	ROYALTON	2,215,241	1,529,361	258,561	1,196	1,145	.05	.07	.44	95.76
13901	RUSH CITY	2,556,981	1,907,249	341,574	8,129	5,181	.20	.27	1.52	63.73
58401	RUTHTON	802,108	492,700	120,919	1,000	292	.04	.06	.24	29.24
65501	SACRED HEART	708,548	457,366	91,002	1,141	641	.09	.14	.70	56.20
57601	SANDSTONE	3,472,902	1,465,677	254,626	1,456	478	.01	.03	.19	32.86
74801	SARTELL	4,383,675	3,318,273	600,383	21,239	11,048	.25	.33	1.84	52.02
4701	SAUK RAPIDS	7,428,106	5,175,492	951,309	14,005	8,239	.11	.16	.87	58.83
72001	SHAKOPEE	8,886,391	5,960,770	1,332,412	7,828	3,258	.04	.05	.24	41.62
50401	SLAYTON	2,714,844	1,814,664	378,332	41,123	18,851	.69	1.04	4.98	45.84
8401	SLEEPY EYE	2,411,356	1,438,797	295,777	7,110	4,690	.19	.33	1.59	65.96
36301	SOUTH KOOCHICHING	1,608,638	1,061,725	231,682	3,175	1,806	.11	.17	.78	56.87
603	SOUTH ST. PAUL	10,541,732	7,820,176	1,581,713	4,555	3,429	.03	.04	.22	75.28
83301	SOUTH WASHINGTON COUNTY	28,910,461	21,755,074	4,005,653	33,138	18,887	.07	.09	.47	57.00
50001	SOUTHLAND	2,862,099	1,527,425	344,733	4,451	2,108	.07	.14	.61	47.37
1601	SPRING LAKE PARK	14,084,964	9,629,300	1,857,178	22,028	11,269	.08	.12	.61	51.16
28201	ST. ANTHONY-NEW BRIGHTON	4,305,759	2,720,966	715,072	11,890	5,144	.12	.19	.72	43.26
85801	ST. CHARLES	2,946,273	2,177,223	410,574	799	287	.01	.01	.07	35.89
7501	ST. CLAIR	1,803,934	1,004,620	201,378	4,149	1,606	.09	.16	.80	38.69
74201	ST. CLOUD	33,835,016	22,637,557	4,580,167	43,974	22,464	.07	.10	.49	51.09
1501	ST. FRANCIS	13,934,991	8,673,652	1,512,236	23,483	10,014	.07	.12	.66	42.64
84001	ST. JAMES	3,898,575	2,772,647	544,355	6,986	4,495	.12	.16	.83	64.34
71001	ST. LOUIS COUNTY	10,835,146	6,718,387	1,148,548	21,442	11,111	.10	.17	.97	51.82
28301	ST. LOUIS PARK	21,215,275	12,117,138	2,834,509	17,632	11,855	.06	.10	.42	67.23
88501	ST. MICHAEL-ALBERTVILLE	3,333,154	2,446,483	542,880	2,641	1,132	.03	.05	.21	42.85
62501	ST. PAUL	135,073,196	86,839,213	15,287,328	240,007	123,001	.09	.14	.80	51.25
50801	ST. PETER	5,785,881	4,152,321	753,586	7,698	4,472	.08	.11	.59	58.10
79301	STAPLES	5,140,444	3,514,291	639,082	371	266	.01	.01	.04	71.61
53401	STEWARTVILLE	5,028,113	3,617,808	696,345	3,340	2,489	.05	.07	.36	74.51
83401	STILLWATER	24,606,787	18,884,535	3,993,726	20,423	11,494	.05	.06	.29	56.28
44401	STRANDQUIST	535,893	262,511	36,218	2,701	1,370	.26	.52	3.78	50.71
56401	THIEF RIVER FALLS	8,189,010	5,727,074	1,001,054	14,649	6,432	.08	.11	.64	43.91
70801	TOWER-SOUDAN	1,826,197	1,065,392	234,647	12,693	6,613	.36	.62	2.82	52.10
41701	TRACY	2,873,266	2,017,294	499,849	2,159	1,129	.04	.06	.23	52.28
45701	TRIMONT	1,182,688	581,763	128,424	426	374	.03	.06	.29	87.94
45801	TRUMAN	1,682,067	959,900	193,272	2,548	1,889	.11	.20	.98	74.15
40901	TYLER	1,470,779	976,494	147,023	2,643	1,897	.13	.19	1.29	71.78

Table 33

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY ENROLLMENT OPTIONS PROGRAM
FISCAL IMPACT 85-86

							**** AMOUNT PAID TO PSI ****			
							****	PERCENTAGE OF		****
		TOTAL OPERATING	FOUNDATION REVENUE	FOUNDATION REVENUE	FOUNDATION REVENUE	AMOUNT PAID TO	OPER	---- FOUNDATION -----		
	DISTRICT NAME	REVENUE	PK-12	11-12	PSEO	PSI	REV	PK-12	11-12	PSEO
91401	ULEN-HITTERDAL	1,434,444	891,728	141,028	8,665	4,230	.29	.47	3.00	48.81
55001	UNDERWOOD	1,434,845	984,719	191,182	2,960	1,744	.12	.18	.91	58.92
48701	UPSALA	1,498,546	1,015,626	210,646	3,179	2,113	.14	.21	1.00	66.44
81801	VERNDALE	1,340,725	956,141	192,975	4,949	2,861	.21	.30	1.48	57.80
70601	VIRGINIA	8,037,402	5,121,562	1,027,882	13,343	5,009	.06	.10	.49	37.54
81101	WABASHA	2,523,967	1,759,619	405,779	9,738	5,462	.22	.31	1.35	56.08
64001	WABASSO	2,086,171	1,258,982	355,180	3,258	1,214	.06	.10	.34	37.26
11001	WACONIA	4,368,126	2,942,024	751,130	8,486	4,109	.09	.14	.55	48.42
81901	WADENA	4,618,454	2,879,096	647,103	13,243	8,049	.17	.28	1.24	60.78
91301	WALDORF-PEMBERTON	1,364,595	828,459	169,712	550	160	.01	.02	.09	29.07
11901	WALKER	2,703,581	1,639,579	317,163	5,583	3,302	.12	.20	1.04	59.15
82901	WASECA	6,908,059	4,755,505	880,288	4,223	3,169	.05	.07	.36	75.05
11101	WATERTOWN-MAYER	3,321,149	2,272,575	446,694	8,109	4,991	.15	.22	1.12	61.55
43501	WAUBUN	2,953,310	1,690,058	269,982	1,237	1,021	.03	.06	.38	82.48
28401	WAYZATA	22,067,451	15,611,603	3,554,455	34,960	23,822	.11	.15	.67	68.14
22401	WELLS	2,212,491	1,570,234	346,646	1,298	229	.01	.01	.07	17.61
20501	WEST CONCORD	1,628,211	1,033,660	216,531	3,825	2,782	.17	.27	1.28	72.73
19701	WEST ST. PAUL	14,100,830	9,820,052	2,298,742	10,690	6,003	.04	.06	.26	56.16
27701	WESTONKA	10,800,395	6,838,402	1,409,008	11,598	5,861	.05	.09	.42	50.53
62401	WHITE BEAR LAKE	26,187,744	18,036,685	3,863,319	39,600	18,510	.07	.10	.48	46.74
34701	WILLMAR	14,269,728	8,971,436	1,729,622	14,712	7,101	.05	.08	.41	48.27
17701	WINDOM	4,773,581	3,149,948	629,940	377	255	.01	.01	.04	67.71
86101	WINONA	16,159,172	10,843,200	2,317,583	74,325	50,706	.31	.47	2.19	68.22
73501	WINTHROP	1,489,541	1,038,728	228,664	249	156	.01	.01	.07	62.34
51801	WORTHINGTON	8,582,433	5,149,705	1,075,264	21,153	11,107	.13	.22	1.03	52.51
10001	WRENSHALL	1,431,183	787,617	143,244	1,068	960	.07	.12	.67	89.90
26001	ZUMBROTA	2,510,493	1,566,895	285,952	1,282	136	.01	.01	.05	10.60
	TOTAL	2,263,575,916	1,526,971,202	301,816,814	3,889,356	2,113,707	.09	.14	.70	54.35

1986-87 PROGRAM INFORMATION

The information presented in the previous sections provided an in-depth analysis of the Postsecondary Enrollment Options Program during its first year of operation. Overall, the program received support from all the actors involved with students overwhelmingly displaying satisfaction with their participation.

During the program's first year, there was much speculation about its impact on students, parents, high schools, and postsecondary institutions. Program evaluation results indicate that the benefits of the program far outweighed the problems identified by those involved. The rate of student participation was also a concern. It was feared that high schools would experience a mass exit of students, particularly 12th graders.

This section of the report addresses the implementation of the Postsecondary Enrollment Options Program for school year 1986-87. Information available for the fall of school year 1986-87 is quantitative. However, it does enable us to compare enrollment information between fall of 1985 and fall of 1986 and to draw some general assumptions with respect to student participation. Table 34 provides information for fall terms 1985 and 1986.

Table 34: 1985 and 1986 Fall Information

	Fall 1985	**Fall 1986**
Student Participants	1,735	2,182
Percent of total 11th and 12th graders	1.5%	1.9%
Percent of 11th graders	26%	24%
Percent of 12th graders	74%	76%
Percent of females	61%	59%
Percent of males	39%	41%
Full-time 12th graders*	32%	27%
Full-time 11th graders	30%	6%
School Districts	226	243
Postsecondary Institutions	67	63

*12 credits or more

A review of enrollment figures indicates that even though more students knew about the program, the increase in total enrollment is insignificant. The enrollment for fall of 1986 is consistent with what the MDE predicted. One significant change is the number of full-time 11th graders, which decreased considerably. This decrease might be due to the factors such as those reported on page 18 under student characteristics.

The slight increase in the number of participating districts is also consistent with the increase in the number of student participants. It is anticipated that the number of districts will increase somewhat during winter and spring since student participation is expected to increase.

In summary, the Postsecondary Enrollment Options Program appears to be meeting its purpose. The majority of students are part-time which seems to indicate that they are taking advantage of particular courses of interest and still maintaining contact with the high school. The predicted mass exit did not materialize, suggesting again that students are using the program as intended: to promote rigorous educational pursuits and to provide a wider variety of options for students.

STATE POLICY ISSUES

The 1986 legislative amendments addressed both student and institutional experiences as well as educational policy issues. The previous sections of this report, prepared by Decision Resources Corporation highlighted the experience of students, parents, high schools and postsecondary institutions. The following chapter addresses the educational policy issues required by the Act. These issues are:

1. The advisability of establishing specific admission standards for high school students enrolling in postsecondary courses or programs.

2. Current school district and postsecondary policies relating to advanced placement and other accelerated testing programs.

3. A recommendation of the feasibility of implementing and funding a statewide advanced placement program to accomplish, to the extent possible:

    a. making advanced placement courses available in every school district;
    b. providing for a partial or a total subsidy of advanced placement cost; and
    c. requiring postsecondary institutions to grant postsecondary credit for successful completion of advanced placement programs.

4. The feasibility of implementing cooperative plans for offering postsecondary courses in the high school.

5. The feasibility of expanding course offerings through alternative means when access to postsecondary institutions is geographically impossible.

6. The feasibility of expanding the program to include summer school courses and programs.

7. The feasibility of including non-public school participants in the program.

8. The comparability of high school and postsecondary courses.

9. The assessment of counseling services provided to students and parents or guardians.

10. The results of credit appeals made to the State Board of Education.

11. The feasibility of increasing the maximum age of compulsory attendance.

The following text speaks to each of these issues specifically.

Admission Standards

The PSEO Act was designed to provide educational opportunities for all interested 11th and 12th grade students, not merely the most gifted or talented. At the same time, the Act recognizes that postsecondary institutions have a legitimate and understandable interest in maintaining certain admission standards. To accommodate both objectives, accessibility and admission standards, postsecondary institutions were encouraged to apply the same enrollment criteria to PSEO program participants as were applied to any other postsecondary student. This section summarizes those standards and their application to PSEO program students.

University of Minnesota

The University of Minnesota is a diverse system, so too are its admission standards. Enrollment criteria for incoming freshmen vary from campus to campus and college to college. In addition to the such criteria, specific requirements have been established for PSEO students. For example, a PSEO student who wishes to enroll in one of the coordinate campuses must rank in the top 50 percent of his/her high school class. To enroll part-time in an extension course requires a high school ranking in the top 30 percent. A ranking in the top 20 percent of one's high school class is required for full-time admission to one of the six undergraduate courses on the Twin Cities campus. Moreover, each campus and college maintains additional requirements in terms of college admissions scores (PSAT, SAT, ACT), personal references, pre-requisite courses, interviews, and similar factors.

State Universities

Freshmen students applying at any one of the six state universities are eligible for admission if they are in the upper 50 percent of their graduating high school class and have commensurate test scores on a college admissions examination. The composite test scores vary from campus to campus. Students who do not meet these requirements are given special consideration and may be admitted on a provisional basis.

PSEO students are required to meet additional standards which vary from campus to campus but generally include test scores (PSAT, SAT, ACT) and class rank. These additional standards apply to both 11th and 12th grade students.

Community Colleges

Community colleges have an open admission policy. Students must have graduated from high school or have completed the General Education Development (GED) examination. Persons who do not have a high school diploma or GED are considered on an individual basis provided that their high school class has graduated. Depending on the campus, college admission test scores, placement tests, or interviews may also be required.

Survey information from responding community colleges pointed out that some campuses have begun to establish criteria for admitting PSEO students. Specifically, nine of the fifteen responding campuses in this study indicated that admission considerations for PSEO students include test scores (PSAT, SAT, ACT), class rank, personal interviews, academic references, and personal references.

Private Colleges

A review of admission standards for freshmen students indicated that the class rank for students accepted by private colleges ranged from the top 50 percent to the top 30 percent of their graduating class. Composite test scores on college exams varied by institution. Grade point averages, interviews and admission essays are additional requirements on some campuses.

In terms of PSEO students, the admission standards for entry into the thirteen responding private institutions included high school class rank, recommendations, interviews, test scores (PSAT, SAT, ACT), and a college preparatory curriculum.

Area Vocational Technical Institutes

To be admitted into an area vocational technical institute, a student must have a high school diploma or GED. Students who are 16 years of age and have not terminated their secondary education may be accepted as special students. Depending on the program a student wishes to pursue, additional factors such as basic skills testing, interviews, class rank, high school records and space availability may be considered. Similar factors are used in considering the admission of PSEO students.

Given the inevitable differences in missions, standardized admission policies for PSEO students across systems are not advisable. To ensure that PSEO students had equal access to the program, postsecondary institutions were encouraged to apply the same admission stnadards used for incoming freshmen. The above information indicates that some modifications were made to accommodate the special status of PSEO students.

Grade point averages from the evaluation indicate that PSEO students performed well in postsecondary courses. This suggests that the admission policies used were effective and should continue to be used without further modifications. A potential exists for disparity among campuses within the same system, particularly in systems which have standarized admission policies for regular postsecondary students. Hence it is recommended that postsecondary systems with standardized policies across campuses for regular postsecondary students also be consistent with admission policies used for PSEO students.

Advanced Placement

The Advanced Placement (AP) program, administered by The College Board, Princeton, New Jersey, enables high school students to take college level courses while in high school. These courses are taught by high school teachers in high schools across the country. The program, which was initiated 30 years ago, offers 26 college courses in 14 different fields, which include:

Art (three courses)
Biology
Calculus (two courses)
Chemistry
Computer Science
English (two courses)
French (two courses)
German
Government and Politics (two courses)
History (two courses)
Latin (two courses)
Music (two courses)
Physics (three courses)
Spanish (two courses)

Following completion of the course(s), the student takes a national AP examination. Successful completion of the examination determines whether a student will receive college credit. The college decides what AP examination grades it will accept. The great majority of colleges accept grades of 3 and above (on a 5 point scale). Some colleges also accept a score of "2." A passing score results in the student receiving credit at the college in addition to receiving high school credit for that course. A student may also be exempt from taking required college courses. If the student receives a passing score on the AP examination, but attends a college which does not accept AP courses, the student will not receive college credit.

In order to participate in the AP program, The College Board suggests that a district appoint an AP coordinator, file a participation form with The College Board, appoint and train teachers, establish student selection criteria, hold meetings for parents and students, implement the program, and administer the AP examinations in the spring. Each school selects and develops its courses according to local needs and resources and student needs. An AP course need not be labeled "AP." It could be an honors class, rigorous "regular courses," or even an independent study course. To assist high schools, the AP program provides conferences, consultants, and curricular materials. The AP course descriptions and guidelines identify learner expectations, established by The College Board for the course, and also provides examples of examination questions.

Students may take AP examinations without having been enrolled in an AP course taught by a teacher trained to teach the AP course syllabus. Therefore, not all students receiving credit for AP courses have participated in an AP course per se. However, according to The College Board, participation in an AP course increases the probability of passing the AP examination.

Costs of AP

The costs of participating in the AP program are difficult to assess. In 1986, the fee for each examination taken was $53.00. The College Board received $48 and the school district retained $5 in administrative fees. Students demonstrating financial need were eligible for a fee reduction to as low as $28.00. However, schools may have costs to provide these programs depending on the amount of program planning which is done and specialized programming implemented. Teacher education, strongly recommended by The College Board, is also a substantial cost.

Minnesota Participation in AP

About 31 percent of the high schools in this country offer AP course work. In 1985-86, 232,000 students took AP examinations. About 70 percent received scores of three or higher and 91 percent scored 2 or higher. In 1984-85, 1,589 Minnesota students took AP examinations. Of these students, 1,258 were from public schools. Of this figure, 654, or 52 percent, came from 15 high schools in five different school districts, all in the seven county metropolitan area. Edina had 246 students take examinations, while Anoka had 120; Minneapolis, 118; Bloomington, 98; and St. Paul, 72. In all, students from 65 high schools in 50 different school districts took AP examinations. Therefore, students in 11.6 percent of Minnesota high schools took AP examinations in 84-85. While Minnesota's participation in AP is increasing faster than other midwestern states, we remain considerably lower than the rest of the country. Only 13 states have a lower participation rate, as adjusted for state population. Minnesota's rate of participation is less than half the national average. Several states in the South exceeded our rate four-fold.

In the PSEO survey completed by Minnesota school districts, 80 high schools (14.3 percent of all high schools) stated that they offered AP courses in 1985-86. Another 51 high schools stated that they may offer AP in the near future. Those that offered AP indicated that 20 of the 26 AP courses were offered in Minnesota although six of the courses were offered by five or fewer high schools. The most frequently offered courses include: English literature and composition (56.25 percent); calculus AB (45.0 percent); English language and composition (42.5 percent); American history (38.75 percent); biology (32.5 percent); and, chemistry (30.0 percent). Reasons why schools did not offer AP included: Too few students would enroll (50.8 percent); no parent or student has requested AP (35.0 percent); have not looked into the AP program (24.1 percent); teachers are not prepared to teach AP (18.9 percent); no space (18.9 percent); the PSEO program provides students opportunities to take more challenging courses (18.9 percent); not familiar with the AP program (7.3 percent); opposed to AP program (5.2 percent); and, Minnesota colleges do not award credit for AP (2.6 percent).

AP Models In Other States

A number of states have taken a direct role in the provision of AP opportunities. South Carolina, in its Education Improvement Act of 1984, has required all high schools to offer AP classes. In 1985-86, high schools having 1,000 or more pupils were required to offer at least one AP class. Schools of less than 1,000 pupils were required to implement the Act by the 1986-87 school year. The South Carolina Department of Education was required to coordinate AP training for teachers. Training was provided at South Carolina colleges or universities. State funds were allocated to pay the cost of instructional materials, for students, teacher training tuition, board and room for teachers during training, travel, and materials. The examination fees for students were also funded. In 1985-86, 7,232 students participated in the program. Each school received $83 for each student to cover the cost of the examination ($48) and student materials ($35). This totaled $600,256. In the summer of 1985, 273 teachers participated in college training programs for specific AP courses. The total cost for this professional development program during the summer was about $200,000 or an average of $700 per teacher. Because all schools were involved in the program in 1986-87, the budget for this year is $1.25 million. After 1986-87 teachers will have experienced the initial training phase. As a result, those costs will be reduced. However, because individual student participation will increase, examination fees and student material costs will increase. According to South Carolina Department of Education staff, it is expected that an appropriation of under $1.0 million will be needed in 1987-88 and thereafter to fund the program.

Florida has a pupil weighting system which pays $562.00 for each student for each examination. As an incentive to encourage minority students to participate, schools receive double payment for these students. Schools use this funding to pay the cost of student examinations, materials, teacher training, and other AP associated costs.

Utah has paid for student examination fees for several years. The participation rate for Utah students per 100,000 population is 421 compared to 50 in Minnesota. Louisiana pays schools $300.00 per student providing the student receives a score of three or better on the examination. Arkansas appropriated $75,000 in 1984-85 to train teachers to provide AP courses. Washington, California, and Kentucky are among other states considering legislation to encourage AP programs.

Feasibility Of Implementing AP In All Minnesota Schools

As reviewed above, South Carolina recently enacted a statute which requires all schools to offer AP courses. This law had a "phase-in" provision which permitted schools under 1,000 population to delay implementation by one year. Equity in terms of student opportunity becomes an issue with such an implementation policy. The law in South Carolina provided options for implementation including cooperative classes with neighboring districts and independent study. Minnesota's "cooperative aid and levy" funds could be used to finance AP courses. Also, interactive TV could be used to facilitate cooperative ventures among school districts for offering AP classes. Independent study may be an alternative for districts in sparsely populated areas not having interactive TV. Completely operational, South Carolina's AP program is expected to cost between $800,000-$1.0 million annually. Since Minnesota has more students, implementing the South Carolina model would likely cost more. It is difficult to predict how many students would enroll in AP course if they were available in lieu of enrolling in the PSEO program.

Funding On A Per Student Basis

A number of states provide districts with funding on a per student basis which is intended to cover the costs of the program including student examination fees. States have varying funding formulas. The following table identifies the amount of funding to cover the cost of different formulas.

Table 35: AP Funding Formulas on a Per Student Basis

Number of Students	$ 48.00 Per Student	$ 83.00 Per Student	$200.00 Per Student	$300.00 Per Student	$562.00 Per Student
1,552	$ 82,256	$ 128,816	$ 310,400	$ 465,600	$ 872,224
2,500	132,500	207,500	500,000	750,000	1,405,000
3,000	159,000	249,000	600,000	900,000	1,686,000
4,000	212,000	332,000	800,000	1,200,000	2,248,000
7,000	371,000	581,000	1,402,000	2,100,000	3,934,000
8,000	384,000	664,000	1,600,000	2,400,000	4,496,000

1,552 = # of AP exams taken by public school students in Minnesota in 1984-85
2,500 = # of AP exams taken by public and nonpublic school students in Minnesota in 1985-86
$ 48 = cost of exam only (amount received by The College Board)
$ 83 = cost of exam and course materials in South Carolina
$ 200 = informational
$ 300 = Louisiana formula
$ 562 = Florida formula

Models Other Than AP

While the legislation requested the Commissioner to review the AP program, other models which result in students earning college credit also exist. One such program is the International Baccalaureate (IB) Program. Seven high schools offer the IB program. This program, initiated in 1970 and administered by the International Baccalaureate Office in Geneva, Switzerland, is designed to facilitate admission to colleges and universities throughout the world. In the United States, students who satisfy the requirements of the IB diploma are eligible to be admitted to college as sophomores. The IB is a two-year program for 11th and 12th graders. The curriculum is designed around six areas and includes the mastery of a language. It incorporates a multicultural perspective and internationally based standards of achievement. Students may take individual courses and are not required to participate in the entire six-area curriculum. The cost of participation is higher than AP. The school district must pay a one-time $5,000 application fee. Extensive curriculum and teacher training is required. Students also pay an examination fee.

Another model is called "Project Advance", which was initiated at Syracuse University. This program is a partnership between Syracuse University and high schools. High school teachers are provided extensive training to teach a college level course. Periodic monitoring is provided. This model is currently being implemented between Anoka-Ramsey Community College and the North Branch High School and is discussed more thoroughly in another section of this report.

Implementation Feasibility

Advanced Placement (AP), International Baccalaureate (IB), and Project Advance (PA) provide rigorous academic opportunities for students. Minnesota high schools currently are not strong proponents of these programs. One or a combination of the following alternatives could be implemented to expand the opportunities which these programs provide to students:

- The MDE initiate an information system which provides information to school districts about these programs. This effort would identify how the programs could be initiated using various models. School districts would be required to inform students about the AP system and be required to administer AP examinations. No additional state funding would be provided.

- State funding would be provided for districts to initiate these programs. Funding would be used for course development and student testing. Districts would receive funding on a per pupil basis.

- Initiate a comprehensive system mandating that all districts implement an AP, IB, or PA model. This could be done by initiating a program in each high school, in cooperation with neighboring districts or through independent study. State funding for training of teachers, course materials, and student examinations would be provided.

Because programs such as Advanced Placement, International Baccalaureate, and Project Advance stimulate added rigorous academic opportunities for students, legislative policy which might be enacted should include each of these options rather than be restrictive to only the Advanced Placement Program.

PSI Policies Regarding AP Prior to January 1987

PSIs were asked whether satisfactory scores on AP examinations could result in students receiving college credit or being exempt from taking certain courses or both. Not all PSIs responded, thereby making it difficult to draw conclusions. It is evident, however, that PSI policies vary considerably.

AVTIs, because of the orientation of their programs, accept AP credit for only five courses and only by three AVTIs. Introduction to Computer Science is accepted by three AVTIs, both for credit as well as exempting the students from taking the AVTI required course.

All AP Courses are accepted by private colleges, although not all colleges accept all AP courses. In most cases, both credit and exemption from taking required courses are awarded for AP. Biology, Chemistry, English Literature and Composition, American History, European History and Physics C-Mechanics are accepted by 70 percent of the private colleges. All AP courses were accepted by at least 46 percent of the private colleges except for art and music which from their perspective require "demonstration of learning."

The university system has varying practices at present. The Twin Cities and Morris campuses grant credit for scores of 3, 4, and 5 on 16 tests in 11 subject areas. Credit is awarded for specific courses, "blanket credits" may be awarded or exemption from certain graduation requirements may be made. The decision is based on the AP score received and the subject area taken. The Duluth campus also accepts AP, however, the decision is made at the department level. There is no campus-wide policy. The Crookston and Waseca campuses do not have a policy regarding AP.

Nine of the community colleges responded to this section of the PSEO survey. While about two thirds of the respondents indicated that they accepted AP courses for either credit or both credit and exemption from required courses, about a third of the respondents did not accept AP.

Five of the state universities responded to this section of the PSEO survey. In most cases, either credit or both credit and exemptions from a required course were awarded. However, as was the case with community colleges, certain courses were not accepted under any option.

PSI Policies Recently Adopted

As required by Minnesota statute 135A.10, public colleges have recently developed policies regarding the acceptance of AP courses for college credit. Therefore, the issue of nonacceptance of AP by Minnesota postsecondary institutions is being addressed. The following is a summary of the current status of the development of the AP policies.

The Community College Board recently adopted a uniform policy regarding the acceptance of AP. That policy is as follows:

Minnesota Community Colleges shall grant up to a maximum of 30 quarter credits to students who have scored "3" or above on AP exams. Each college shall develop a course and credit equivalency table for all AP exams. The amount of credit granted by a college for an AP exam will not exceed the credit granted for an equivalent course or course sequence at that college. It is recommended but not required that the student complete an AP course prior to taking the exam. The credits, generated from AP exams, may be used as elective credit or toward completion of the general education distribution requirement of the AA, AS, and AAS degrees. Credit shall not be given for AP exams which overlap completed course work or standardized tests for which college credit has been earned. Students intending to transfer to other institutions should be made aware that the receiving institution determines the acceptability of AP credits; these institutions may have different regulations.

Each college shall also develop policies for the granting of credit for advanced placement exams other than the AP exams administered by the College Board.

The policy and procedures for granting advanced placement credits shall be published in appropriate student campus publications.

The State University Board recently adopted a policy regarding the acceptance of AP. That policy is as follows:

A minimum of four quarter credits shall be awarded to any enrolled student who provides evidence of earning a score of three (out of a possible five) or higher on an AP examination. Individual university policies may provide additional specificity on course equivalencies, exemption from prerequisite courses, satisfaction of general education requirements, and awarding of credits above the minimum of four.

Each university shall make printed versions of its AP policy available to students through appropriate university offices such as Admissions and Registrar. One copy of its printed policy statement shall be submitted to the State University Board Office each year, along with information and data about credit awarded for AP examinations that year.

The University of Minnesota has begun a system-wide review of all the advanced learning and credit opportunities it currently provides for high school students. A working group which includes representatives from each of the campuses has been established to develop uniform policies for awarding credit, exemption, and advanced placement to incoming students who have taken College Board AP examinations. The working group will submit a proposal to the Board of Regents, by September 1987.

Conclusion

Based on the recent actions of Minnesota's postsecondary institutions, it is evident that the issue of nonacceptance of AP by Minnesota PSIs is being addressed by each system. As a result, policies, consistent with the mission of the institutions, are being developed and implemented. A more rigorous effort to stimulate program development in the high schools coupled with more liberal acceptance policies at PSIs should result in expanded opportunities for Minnesota students.

Postsecondary/High School Cooperation

The need to examine alternative plans for offering postsecondary courses in high schools arose out of a concern for accessibility for students in greater Minnesota. Before examining what these alternatives might be, it is important to understand the location of participating school districts and postsecondary institutions. See Figures 3 and 4 on pages 91 and 92.

There was an initial concern that students in greater Minnesota might not have equal accessibility to postsecondary institutions. However, while 53 percent of all 11th and 12th grade students in Minnesota public schools live outside the seven county metropolitan area, 56 percent of the PSEO students came from greater Minnesota.

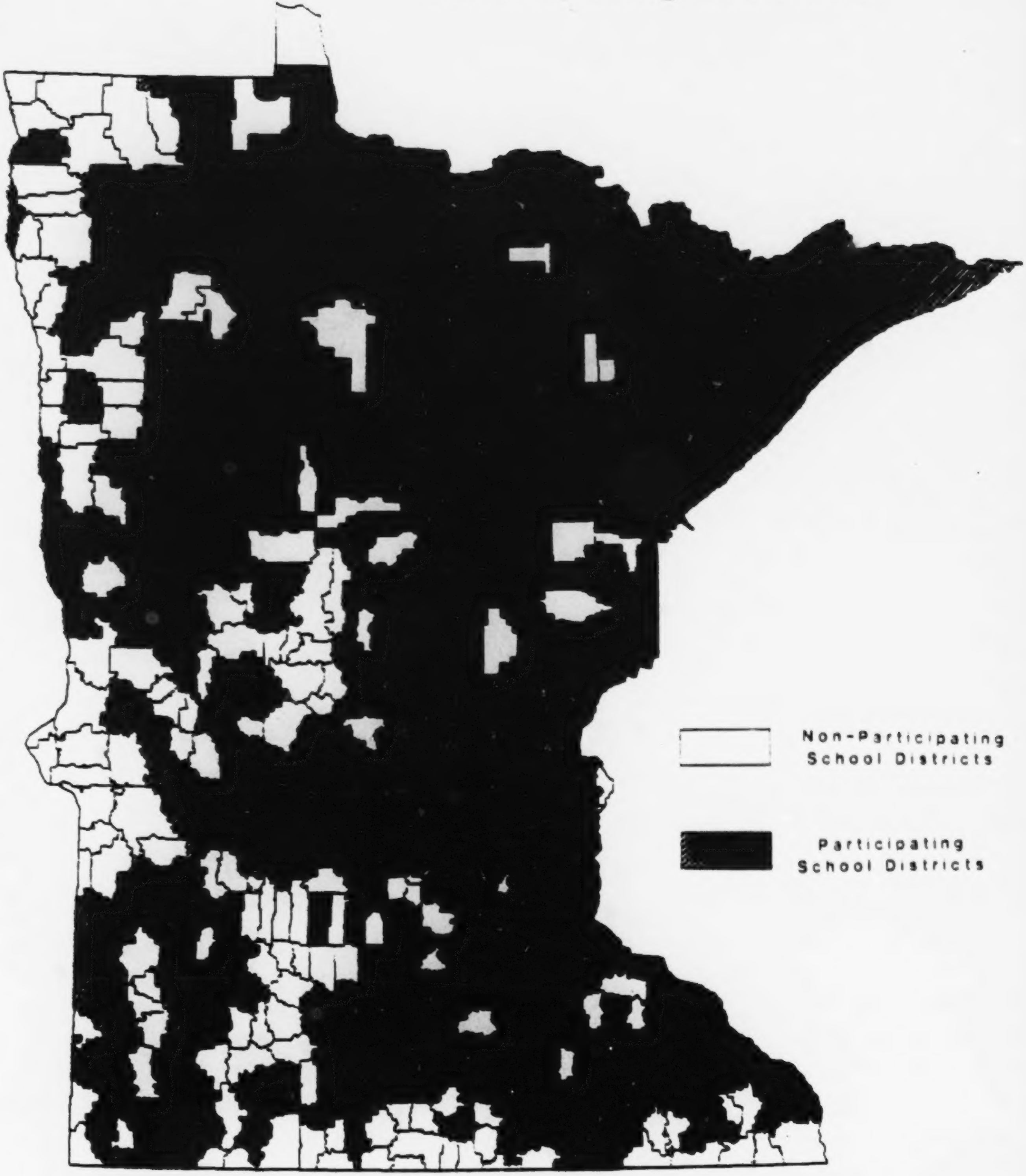
The maps, the participation rate and the fact that students and parents feel that transportation is not a major problem indicate that accessibility may not have been as significant a problem as initially anticipated. However, the perceived reasons for non-participation are not supported by any data and, therefore, no assumption can be made here.

To address the feasibility of cooperative plans for offering postsecondary courses in high schools, two approaches warrant mention: 1) the cooperative plans between postsecondary institutions and high schools, and 2) the two-way televised instructional programs. Both alternatives, as well as their implications for expanding postsecondary course offerings to high school students, will be discussed in this section.

Cooperative Plans

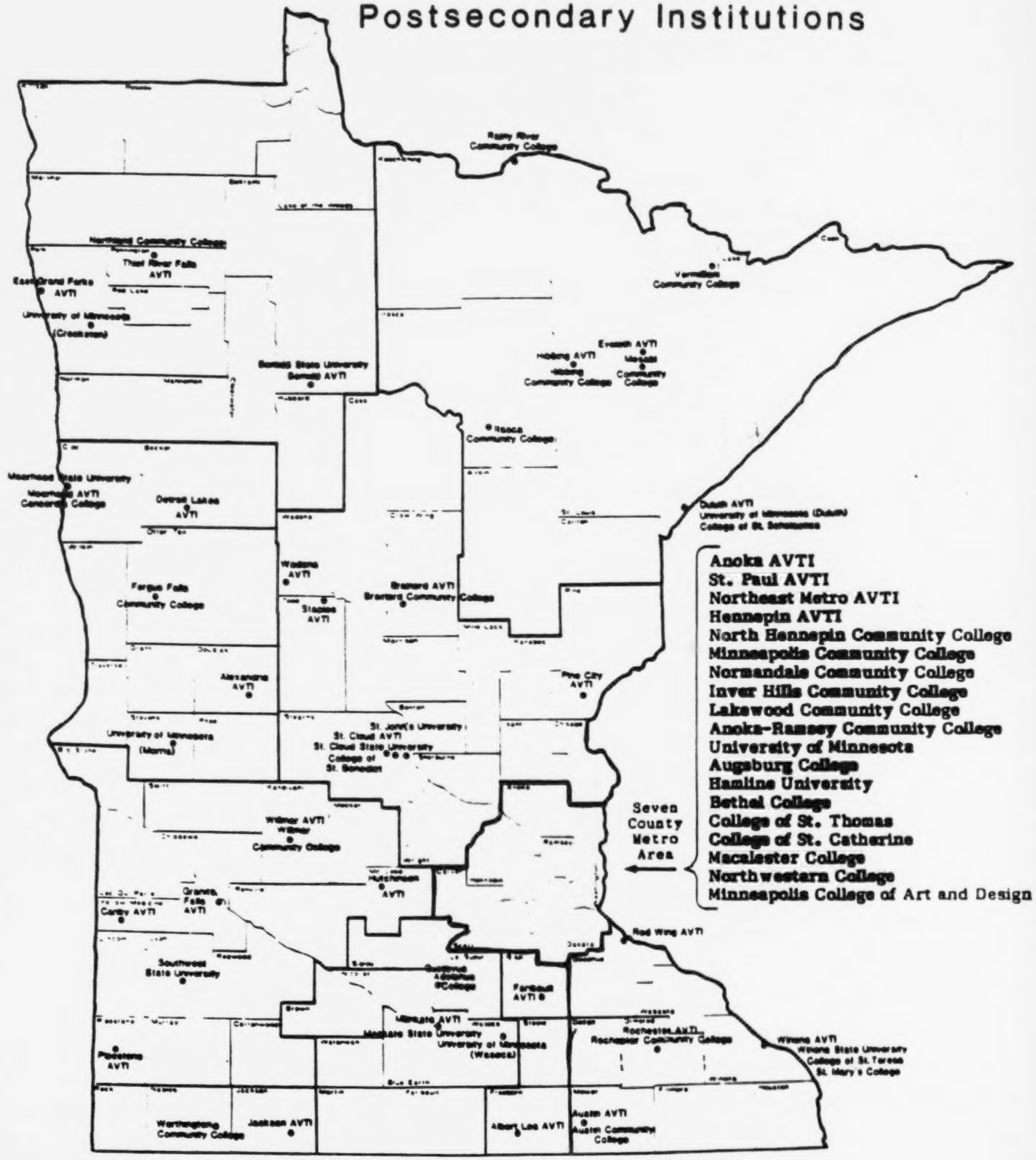
Cooperative plans represent agreements between high schools and postsecondary institutions to provide postsecondary courses at the high school. Four cooperative plans, which currently exist in Minnesota include: 1) North Branch and Anoka/Ramsey Community College, 2) Southwest State University and 23 districts throughout southwest Minnesota, 3) St. Paul School District and the University of Minnesota, and 4) Lake of the Woods and Rainy River Community College.

Figure 3: PSEO Program Participating Districts


Non-Participating School Districts
Participating School Districts

Minnesota Department of Education

Figure 4: Participating Postsecondary Institutions



104

BEST COPY AVAILABLE

North Branch/Anoka-Ramsey Community College

North Branch began planning a cooperative program with Anoka-Ramsey Community College in October 1984. The program, which is in its second year, uses the Syracuse Model or Project Advance. The curriculum content is determined by the college. Three to four sequential courses are offered each trimester during regular school hours. In 1986-87, biology, English composition, psychology and Spanish will be offered. The courses are monitored by an assigned teacher from the college. The lead teachers visit the classes, sit in on the instruction, and review the work and exams of the students. The district is currently examining the possibility of opening the classes to community members.

Eligible students are seniors with a 3.0 or higher cumulative average and academically advanced juniors. During the 1985-86 school year, 60 students participated (non-duplicated count) and it is anticipated that the same number of students will participate this year. Students averaged higher grades than the freshmen at Anoka-Ramsey. The granting of high school and college credit is similar to the PSEO system.

The instructors are teachers who meet the qualifications and requirements set by the college. Although the instructor remains an employee of the district, he/she also becomes an ex officio faculty member of the college, thus eliminating conflicts with the teachers' union representing the college. The instructor's salary is paid through regular district staffing funds and by funds that are generated through the inter-district cooperative aid/levy.

The North Branch School District is extremely pleased with the program and feels that it has provided postsecondary courses that would otherwise be unavailable to students due to geographic location. The school district also indicated that while participating students remain with their high school peers, the experience and opportunities gained from the program far outweigh the fact that they did not experience life on a college campus.

Southwest State University

Southwest State University's cooperative efforts with high schools began 15 years ago and currently includes collaboration with 23 school districts in the region. The successful implementation of the program is due to the university's flexibility in meeting the needs of the region and its students.

The curriculum is identical to that used at the university. Districts choose from a variety of courses with some courses being offered during the regular school day and some in the evening. The number of courses offered also varies depending on enrollment and interest. Enrollment ranges from 2 students per class to 20 or more students.

In order to participate, students must be 11th or 12th graders who score at or above the 50th percentile and maintain a B average. It is anticipated that during school year 1986-87, approximately 150 students will take postsecondary courses in their high schools. High school and postsecondary credits are granted in the same way they are under the PSEO program. Courses are open to community members, regardless of whether the course is held during the regular school day or in the evening.

Instructors are selected by the high school principal and then screened by the university. A college instructor is assigned to monitor the class and provide the high school teacher with any assistance required.

In most cases, the same funding method used for the PSEO program is used by Southwest State University with the instructor being paid by the university on a per student basis. Two districts preferred to have the university pay them directly, thereby maintaining the high school instructor as a district employee.

A new initiative in the spring of 1987 will be the offering of three courses, pre-calculus, freshman English and sociology to ten districts through inter-active television. The university will be using high school teachers who are currently being trained for this project.

Southwest State University is excited about the positive results of their programs.

St. Paul School District/University of Minnesota

A cooperative effort between St. Paul and the University of Minnesota was initiated by a teacher at Johnson High School in 1985-86. The curriculum was set by the university with the course selection being jointly decided by the high school and the university. One class per quarter is offered.

Participants must be 11th or 12th grade students and must also meet the academic requirements of the university. A total of 32 students participated in the program during the spring of 1986, and it is expected that 32 will also participate during the 1986-87 school year.

The instructor is a high school teacher who participates in a team teaching situation three days a week and is the sole instructor on two days. The salary of the high school instructor is paid by the district with the university paying the salary of its instructor. Students are counted as participants in the PSEO program.

The high school is very supportive of the program. It enables them to provide courses that would otherwise be unavailable to students. High school administrators feel that these students enjoyed a college experience even though they are not on a campus with other college students. Students feel that the coursework is far more difficult than any they had taken at the high school. Scheduling and transportation are not a problem. The program met with such success and support that it has been expanded to include Highland, Humboldt, and Harding High Schools during the 1986-87 school year.

Lake of the Woods/Rainy River Community College

The cooperative program between Lake of the Woods and Rainy River Community College began during the 1985-86 school year. Courses were offered during school hours and during the evening with community members welcomed at either time.

The college determined the curriculum used for the classes. Three classes were taught during the school day and two in the evening. The eligibility for participation was the same as in the PSEO program. A combined total of 35 high school students participated in daytime and evening classes. Currently there are 10 students participating in evening classes.

The daytime classes were taught by high school teachers and the evening by community college staff. The high school teachers were paid by the community college. The high school teachers were not pleased with the salary arrangement and preferred not to be involved this school year. Moreover, a grievance with respect to the employment of high school instructors was filed by the union representing the college instructors, and the result was the elimination of daytime classes. In spite of the staffing problems, the high school administrators feel positive about the program.

In addition to the programs cited above, the postsecondary surveys indicated that at least four other institutions began to offer one or more off campus courses to accommodate high school students as a result of the PSEO program. The number of cooperative plans has risen from two to eight in the time the PSEO program has been in effect. These programs have been initiated locally and, except for North Branch which followed the Syracuse model, were developed independently and/or in consultation with North Branch.

The two cooperative programs which pre-date the PSEO program, North Branch and Anoka-Ramsey Community College and Southwest State University and 23 districts were implemented to compensate for the lack of geographic accessibility to a postsecondary institution. Lake of the Woods viewed such an alternative as a way of providing its students access to the PSEO program. St. Paul, where distance was not a factor, viewed it as a way of providing students with a greater variety of courses.

Two-Way Televised Instruction

Perhaps some of the fastest growing programs in the state are the two-way televised instructional programs. These programs, developed through the Technology Demonstration Site Legislation (M.S. 129B.39), serve a two-fold purpose: 1) to expand the curriculum in school districts and, 2) to provide college level courses to high school students.

Eighty-seven (87) school districts across Minnesota have initiated programs through this legislation. An additional 188 districts are also interested in such programs and have begun to seek available funding. The cost of implementing such a program can vary greatly depending on the technology chosen, the technology equipment which may already exist in the community, and the geographic location of the district.

Mankato and Bemidji State Universities, as well as Anoka-Ramsey and Fergus Falls Community Colleges, are currently offering one to two postsecondary courses to school district cooperatives. Table 36 provides a list of involved school districts. The two-way televised programs are providing accessibility to postsecondary courses for greater Minnesota students. St. Cloud and Southwest State Universities are planning to offer college courses to high school students this spring 1987.

Table 36: Two-Way Televised Instructional Programs Between PSIs and School Districts

Fergus Falls C.C.

- Battle Lake
- Elbow Lake
- Ashby
- Underwood

Anoka-Ramsey C.C.

- Cambridge-Isanti
- Braham
- Milaca
- Mora
- Ogilvie
- Pine City
- Princeton

Bemidji State

- Bagley
- Erskine
- McIntosh

Mankato State

- Arlington
- Green Isle
- Gaylord
- Gibbon
- Winthrop
- Cleveland
- Lake Crystal
- Nicollet
- St. Peter
- St. Clair

The two alternative models described above, cooperative plans and two-way televised programs, are evidence that cooperative efforts between postsecondary institutions and high schools are feasible and that such alternatives have the potential of increasing the accessibility of postsecondary courses for students throughout Minnesota.

Through experience, the MDE has learned that high schools and postsecondary institutions would welcome technical assistance and information on developing cooperative plans which meet their individual needs. Therefore, to facilitate and encourage further expansion of cooperative plans, the Commissioner of Education in collaboration with postsecondary institutions and high schools will develop and disseminate guidelines to assist districts and postsecondary institutions to initiate cooperative plans. These guidelines should include program components, a brief description of some existing models, and the names and phone numbers of contact people.

Conclusion

Unlike cooperative plans, which do not place additional financial burdens on school districts, two-way televised programs require a substantial dollar commitment. Consequently, expansion of such programs is dependent upon funding.

The Technology Demonstration Site legislation is in the fourth year of a six-year project. Thus far, programs have been developed, implemented, and evaluated, and materials relating to televised instruction have been disseminated. An outgrowth of this study was an MDE initiative to provide financial packages to assist consortiums of school districts to develop and implement two-way televised programs. Due to state financial constraints, this initiative will not be considered during the current legislative session.

As a result of this project, districts now have adequate information for judging the feasibility of adopting this program in their own schools. In his budget, the Governor has recommended that the maximum basic capital expenditure revenue per total pupil unit be increased to $145. This provides school districts with an additional $15/student. The Governor also recommended that the maximum basic capital expenditure mill rate be reduced from 9 mills to 2 mills. Support of this or similar legislation could enhance the expansion of two-way televised programs if local school boards so determine.

110

Summer School

The current PSEO Act does not offer program opportunities for students who wish to participate in summer school programs or courses. Expanding the program to include summer school would facilitate the concept of "choice" for students. The problem most frequently encountered during the school year, conflict of schedules, would be eliminated and travel time would be more flexible. At the same time, such expansion raises funding considerations. Postsecondary Enrollment Options program funding comes from the foundation aid generated by students based on the number of student membership hours. Therefore, funds are earned from the first day of school and terminate on the final day of school. Summer school is paid for by state and by local aids levies.

In reviewing the feasibility of expanding the program to include summer school the following facts need to be considered:

- Not all districts levy for summer school, therefore, not all students would have access to this program. During the 1986 summer, 331 districts levied for summer school and the majority of these programs were for the elementary age students.

- The maximum student membership hours that a school district may claim for summer school programs is 120 hours.

- The maximum amount a district could receive per secondary student for summer school in 1986 was $270. This amount included levy and state aid.

- When state budget reductions have been necessary, as in the past several years, summer school aid has been reduced or eliminated.

The possible alternatives to mitigate the above constraints and to enable students to participate in postsecondary summer school include the following:

1. Allow students to enroll in postsecondary summer school courses at their own expense.

2. Provide summer scholarship grants for students in need of financial assistance. One method for implementing this alternative would be to amend M.S. 126.56, the Summer Scholarship for Academic Enrichment Program to include all students eligible under the PSEO program.

3. Expand eligibility to include summer school and appropriate additional funds to cover the total cost of summer school.

4. Allow summer school to be substituted for one of the eligible quarters/semesters. It is possible that many students would utilize their two-year eligibility to participate in this program and still not acquire the credits necessary for high school graduation. Such students would have to return to their districts and would continue to generate foundation aid.

School districts are not mandated to provide summer school programs; therefore, such programs are not available to all pupils throughout the state. In addition, for those districts that do provide summer school, the funds earned for secondary students do not adequately cover the cost incurred under the PSEO program. If it is the intent of the legislature to simply make summer school available through the PSEO program, alternative number one would achieve that goal. However, in order to enable all students to enroll in postsecondary summer courses under the program, provisions would have to be made to assure that those in financial need would also be able to participate. This would require an amendment to include alternative two. Alternatives three and four would provide equal access to all students and would also result in the funding of a year-round program for certain students.

112

Nonpublic School Participants

Minnesota Statute 124A.034 provides that a public elementary or secondary school may make its programs available to pupils attending nonpublic schools. This program is referred to as "shared time." However, because the PSEO program is not actually implemented by the high school, it is not a shared time program and consequently, is not an option for students attending nonpublic schools. The PSEO program could, if the legislature so determined, be applied to include nonpublic school students in the PSEO program. In determining the feasibility of including nonpublic students, a number of factors need to be considered.

- Under Minnesota law, school district participation in shared time programs is voluntary.
- During school year 1985-86, 126 school districts participated in shared time. Of these districts, 84 received approximately $1.9 million in foundation aid for secondary students.
- The average daily membership during the 1985-86 school year for students attending a public school under shared time was 470 hours.
- For school year 1986-87, $2,366/student is available from state aid for shared time. Nonpublic students under shared time generate only the formula allowance; no tier revenues are included.
- Currently, there are 631 nonpublic schools in Minnesota of which 150 enroll 11th and 12th graders. The enrollment figures for nonpublic schools in 1985-86 included 4,505 11th graders and 4,248 12th graders.
- During the first year of implementation, approximately 26 students from nonpublic schools enrolled in public high schools in order to participate in the PSEO program. While this resulted in these students becoming "public" rather than "nonpublic" students, it did provide them access to the PSEO program.

In financing the PSEO program for public school pupils, aid already being generated is transferred from the "K-12" account to the "postsecondary account." Therefore, the aid paid out of the state treasury is not increased. However, this would not be the case for nonpublic school pupils. Additional aid would be generated, as in the case with any shared time pupil. The MDE has no way to project the number of nonpublic students who would participate.

Expanding the program to include nonpublic students would require an amendment mandating that all school districts participate in shared time programs. It should also be noted that the status at the high school of a student under shared time is that of a part-time student. The status of a student under the PSEO program is that of a full-time student. Because a shared time student does not generate tier revenue, less money is available for such students. Therefore, a different funding formula than the one currently used for PSEO students would be necessary.

Comparability of High School and Postsecondary Courses

The issues raised in determining course comparability cannot be easily resolved. Course comparability between districts, among high schools within the same district, and even between classes in the same building vary significantly. Course comparability can be determined only when such factors as subject matter, course content and magnitude, course material, instructor qualifications and ability to motivate and relate to students are evaluated. Because of the complexity and effort involved to conduct such an analysis, this evaluation was not initiated. The way the MDE chose to address such issues was to survey students and parents regarding their perceptions of courses taken by students in the high school and postsecondary institution.

In the surveys, questions were asked regarding the degree of challenge of postsecondary courses. The survey indicated that 69 percent of the parents were very satisfied with the academic challenge of courses, while 29 percent were somewhat satisfied. For each course taken, students were asked to assess the degree of challenge as compared to a high school course. In all but one area, physical education/health, students said the postsecondary course was more challenging. This ranged from 54 percent in business to 80 percent in history. In addition, 70 percent of the students said they spent more time studying. Sixty-eight percent of the parents surveyed reported that their children spent more time studying.

The task force report on high school and college level skills, released in January 1986 by the Higher Education Coordinating Board, addresses some of the issues regarding course comparability. This report, which identifies high school and college level skills in the areas of math, reading, and writing, has been endorsed by the Community College Board and the State Board of Vocational Technical Education for use by their campuses in evaluating courses for college credit. The University of Minnesota uses similar standards. The task force recommendations are still under consideration by the State University Board. It is recommended that the Higher Education Coordinating Board continue to pursue the identification of college and high school level skills in other areas.

Counseling Services

The Postsecondary Enrollment Options Program presents a unique opportunity for students and their parents to make a choice regarding participation in the program. An important component in the success of the PSEO program is the information and counseling services provided to students and their parents.

The responses to the surveys were based on the experiences of students, parents, high schools, and postsecondary institutions during the initial year of the program. The Act was passed in late June 1985 and was implemented in September 1985. Therefore, counseling services, especially during fall quarter, were being provided by persons who had minimal training regarding the program. However, as information became available and as materials were developed by the MDE, the counseling for winter and spring quarters improved. The need for counseling has been recognized from the beginning of this program as a key component. The 1986 legislature amended the Act to ensure that information and counseling services be provided to students and parents so that they could make a knowledgeable decision regarding participation in the program. The solution to the need for counseling services has already been addressed by the legislature. Since the specific requirements of the law do not become effective until March 1, 1987, the amendments have not been implemented in all districts. Consequently, the responses to the surveys do not reflect the results of the statutory modifications regarding counseling which have already been made. Highlights from survey responses include the following:

HIGHLIGHTS

- 60% of the parents were satisfied with the counseling at the high school, 75% were satisfied with the counseling at the postsecondary institution
- 63% of the students said the high school counselor encouraged participation, 49% said the postsecondary counselor also encouraged participation

- 41% of the students reported that both the high school and postsecondary counselor assisted them in course selection
- Students rated the high school counselor as providing the most helpful information
- 90% of the high school and 91% of the postsecondary counselors feel adequately prepared to administer the program
- 28% of the postsecondary counselors and 16% of the high school counselors were very supportive of the program
- 66% of the postsecondary and 65% of the high school counselors were generally supportive with some reservations
- 33% of the high schools felt that the counseling services at the PSIs could be improved and 57% of the PSIs felt that the counseling services at the high school could be improved
- Both institutions felt their own counseling services could improve
- 75% of the high school counselors verbally informed parents and students of the program
- 92% of the PSIs said counseling was provided to students prior to participation; 60% continued to provide counseling to all students once they were participating and 40% to only those who sought additional services

The legislative amendments made during the 1986 session require that districts provide 10th and 11th graders and their parents with information about the program and to make counseling services available. To assist districts in complying with this requirement, the MDE developed and disseminated a booklet entitled "Choosing Wisely - Choosing Well" and a program brochure. This requirement goes into effect March 1, 1987. While a few isolated cases remain where districts are not offering the necessary information and support, the majority of school districts have provided information to students and their parents which have enabled them to make informed decisions. One year's experience plus the desire of counselors to assist students regardless of the effective date of the amendment is evidenced by the smooth implementation of the program this year.

Credit Appeals

During the first year of implementation, the State Board of Education received numerous inquiries. The questions fell into three main areas: amount of high school credit to be awarded for postsecondary work, judgement of comparability of postsecondary courses to high school courses already taken, and compliance with high school graduation requirements.

A total of four appeals were received by the Board; three during the first quarter and the fourth during the summer of 1986. The first appeal dealt with the amount of high school credit awarded for a postsecondary course. The State Board determined that the high school was awarding less credit than the Board's guidelines recommended. Upon review of the course content, the appeal was resolved by awarding the student more credit than the high school initially had granted but less credit than the student was appealing for. Two appeals concerned the comparability of a postsecondary level course to that of a high school level course. The district argued that a student had already completed a high school course comparable to that taken at the postsecondary institution. The State Board clarified its policy on comparability by issuing a statement indicating that a postsecondary course, by its very nature, is more rigorous than a high school course. However, a school district which contends that the content of a particular high school course is comparable to that offered by the postsecondary institution has the opportunity to provide documentation supporting its contention. The districts did not pursue the appeals.

The fourth appeal was similar to the first. The appeal was with respect to the amount of academic credit two students received for a postsecondary course. After considering the transcript of the appeal and the documents submitted by all parties involved, the State Board concluded that the school district was justified in its decision to award the number of credits it initially determined the students had earned.

The MDE assisted the State Board of Education in developing guidelines for transferring postsecondary credit into high school credit. In the survey completed by the high schools, 90 percent indicated that the guidelines were used most frequently in deciding the number of credits to award for postsecondary course work.

Compulsory Attendance

Minnesota's compulsory attendance law states that "every child between seven and 16 years of age shall attend a public school, or a private school . . . ." The purpose of increasing the maximum compulsory age would be to increase the number of high school graduates, thereby reducing the dropout rate and increasing the education of future citizens. Requiring all students to remain in traditional high school settings will not always insure better educated students. Unsuccessful students often become disruptive, impacting the education of others. Such students may become "in school" dropouts. Others are expelled. Making it unlawful for a student to leave school may well result in substantial problems for the student, the student body, and the system. Therefore, if raising the mandatory age to 18 is to be feasible, methods other than traditional schools need to be developed to address the needs of students to assure that high school will provide a meaningful education experience.

Minnesota has the highest graduation rate in the country. By providing incentives and/or alternatives, students stay in school. The Postsecondary Enrollment Options Program is such an alternative. Six percent of the students surveyed under the PSEO program said they were high school dropouts. For these students, the PSEO program provided an incentive to return to school.

Another program which has been successful in bringing dropout students back to school is the alternative high school. Minnesota has 79 such programs. These schools differ from the traditional high school setting in that they work with short-term goals that concentrate on individual needs and basic skills. Students always know what is expected of them. The curriculum is directly related to course goals. Frequent monitoring of student progress is conducted. Because these are dropout students who have already failed in the traditional setting, the alternative schools represent a "second chance." Instructors tend to provide more personal attention to students, thus giving them the feeling that somebody cares whether or not they succeed.

The National Governors Conference recognized the need to develop alternatives to address the unique education needs of potential dropouts. "The achievement gains in alternative schools are particularly striking for students who have not succeeded in other schools and for bright underachievers."[1] Marshall Smith, director of the Wisconsin Center for Educational Research stated, "We know one thing about dropouts: they dislike the school environment. Society spends up to ten times as much on advantaged kids as it does for disadvantaged. Why not partly equalize this and give the dropouts an opportunity to be educated in an alternative setting."[2]

The National Governors Conference Report, "Time for Results," concludes that providing alternatives for parents and students is a vital component in meeting the objective of increasing learning. If Minnesota is to improve on its current outstanding record regarding high school graduation rates, it needs to assure that all students have access to both traditional and alternative systems of education. Second chance programs for dropouts or at-risk students provided by all districts or interdistrict cooperatives will put Minnesota on a course to have a 96 percent graduation rate by 1996.

While the objective of increasing the percent of students graduating from high school is a goal which should be pursued, increasing the compulsory attendance age alone will be insufficient to meet this goal. Alternative schools and "Second Chance" opportunities, for students in all districts, coupled with programs like PSEO are needed so that the experiences provided to students are useful in terms of meeting their needs.

---

[1] Time For Results, The Governors' 1991 Report on Education, August 1986, pg. 69.

[2] Education Commission of the State, Denver, Colo., No. 22, Spring 1985, pg. 7.

APPENDIX A: TABLES A1 TO A13

SURVEY INSTRUMENTS

Table A1: District Participation Rates

Region	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
Region 1	ROSEAU	1	200.72	.50
	PARK RAPIDS	4	283.10	1.41
	MAHNOMEN	2	137.66	1.45
	MC INTOSH	1	57.47	1.74
	MIDDLE RIVER	1	36.99	2.70
	NEWFOLDEN	2	61.29	3.26
	KELLIHER	2	54.04	3.70
	THIEF RIVER FALLS	18	346.73	5.19
	AKELEY	2	38.43	5.20
	PLUMMER	2	36.67	5.45
	CROOKSTON	15	261.40	5.74
	KENNEDY	2	32.20	6.21
	CLEARBROOK	4	57.79	6.92
	BEMIDJI	71	663.69	10.70
	ADA	13	91.88	14.15
	OSLO	4	24.59	16.27
	GOODRIDGE	8	29.70	26.94
	LAKE OF THE WOODS	37	92.73	39.90
	RED LAKE	no data	95.75	no data
	BAGLEY	no data	177.71	no data
	LAPORTE	no data	35.82	no data
	WAUBUN	no data	88.19	no data
	STRANDQUIST	no data	13.13	no data
	GRYGLA	no data	37.95	no data
	ERSKINE	no data	42.78	no data
	RED LAKE FALLS	no data	96.92	no data
Region 3	LAKE SUPERIOR	2	406.02	.49
	CLOQUET	3	385.99	.78
	CHISHOLM	2	186.17	1.07
	MC GREGOR	1	87.80	1.14
	DULUTH	30	2264.08	1.33
	GRAND RAPIDS	14	783.53	1.79
	DEER RIVER	3	159.88	1.88
	ESKO	3	152.68	1.96
	ST. LOUIS COUNTY	8	371.52	2.15
	BIWABIK	2	90.46	2.21
	HERMANTOWN	8	264.74	3.02
	EVELETH	6	190.53	3.15
	MOOSE LAKE	4	123.56	3.24
	BABBITT	6	133.89	4.48
	BARNUM	5	109.87	4.55
	VIRGINIA	16	332.82	4.81

Table A1: District Participation Rates

	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
	AITKIN	11	216.69	5.08
	TOWER-SOUDAN	4	72.05	5.55
	AURORA	13	233.51	5.57
	HIBBING	38	592.95	6.41
	INTERNATIONAL FALLS	25	350.63	7.13
	ELY	12	151.01	7.95
	COOK COUNTY	8	96.95	8.25
	NASHWAUK-KEEWATIN	10	117.43	8.52
	COLERAINE	22	255.25	8.62
	FLOODWOOD	7	68.98	10.15
	HILL CITY	5	47.45	10.54
	LITTLEFORK-BIG FALLS	10	79.65	12.55
	WRENSHALL	no data	54.19	no data
	SOUTH KOOCHICHING	no data	69.63	no data
	GILBERT	no data	74.95	no data
	PROCTOR	no data	346.26	no data
Region 4	GLENWOOD	1	155.53	.64
	NEW YORK MILLS	1	110.00	.91
	BARNESVILLE	2	148.20	1.35
	DETROIT LAKES	6	439.95	1.36
	AUDUBON	1	64.98	1.54
	HANCOCK	1	36.00	2.78
	OSAKIS	3	106.46	2.82
	PELICAN RAPIDS	6	155.93	3.85
	MOORHEAD	33	706.39	4.67
	PERHAM	11	202.40	5.43
	BATTLE LAKE	7	94.69	7.39
	MORRIS	14	187.21	7.48
	FRAZEE	16	191.87	8.34
	FERGUS FALLS	59	539.02	10.95
	ASHBY	6	46.53	12.89
	ULEN-HITTERDAL	14	54.46	25.71
	LAKE PARK	no data	73.95	no data
	DILWORTH	no data	72.91	no data
	EVANSVILLE	no data	46.94	no data
	UNDERWOOD	no data	70.00	no data
	BRECKENRIDGE	no data	192.63	no data
Region 5	WALKER	1	117.48	.85
	ROYALTON	1	104.91	.95
	MENAHGA	3	98.63	3.04
	PINE RIVER	6	124.75	4.81
	CASS LAKE	5	98.02	5.10
	REMER	6	96.11	6.24
	PILLAGER	5	71.29	7.01
	WADENA	21	240.78	8.72
	CROSBY	23	203.20	11.32

Table A1: District Participation Rates

	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
	VERNDALE	10	75.91	13.17
	BRAINERD	123	932.47	13.19
	LITTLE FALLS	no data	540.26	no data
	PIERZ	no data	200.64	no data
	UPSALA	no data	74.54	no data
	STAPLES	no data	221.09	no data
Region 6	NEW LONDON-SPICER	1	191.82	.52
	TRACY	1	177.96	.56
	WABASSO	1	124.12	.81
	HECTOR	1	74.49	1.34
	CLARKFIELD	1	71.99	1.39
	ADRIAN	2	95.32	2.10
	KERKHOVEN	2	92.58	2.16
	BENSON	6	230.04	2.61
	WILLMAR	16	612.21	2.61
	GLENCOE	7	245.03	2.86
	CANBY	5	136.30	3.67
	LITCHFIELD	12	274.82	4.37
	MARSHALL	16	360.21	4.44
	WORTHINGTON	22	403.82	5.45
	MILROY	2	33.66	5.94
	DASSEL-COKATO	17	248.88	6.83
	RAYMOND	3	42.00	7.14
	HUTCHINSON	33	418.34	7.89
	LAKE BENTON	3	35.00	8.57
	DAWSON	10	104.49	9.57
	BREWSTER	3	28.73	10.44
	FULDA	14	86.75	16.14
	EDGERTON	9	52.60	17.11
	PIPESTONE	33	178.07	18.53
	GRANITE FALLS	33	164.98	20.00
	SLAYTON	47	136.95	34.32
	MONTEVIDEO	no data	227.24	no data
	WINDOM	no data	217.51	no data
	ATWATER	no data	83.74	no data
	HENDRICKS	no data	44.00	no data
	IVANHOE	no data	47.28	no data
	TYLER	no data	55.09	no data
	COTTONWOOD	no data	72.78	no data
	GROVE CITY	no data	45.00	no data
	ELLSWORTH	no data	42.00	no data
	RUTHTON	no data	43.73	no data
	BELVIEW	no data	27.21	no data
	SACRED HEART	no data	33.39	no data
	LUVERNE	no data	193.41	no data
	ECHO	no data	34.00	no data

Table A1: District Participation Rates

	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
Region 7	MILACA	no data	284.74	no data
	MAPLE LAKE	1	122.00	.82
	PAYNESVILLE	2	205.86	.97
	ONAMIA	1	100.53	.99
	MONTICELLO	4	356.71	1.12
	FOLEY	3	265.47	1.13
	NORTH BRANCH	4	336.16	1.19
	PINE CITY	3	236.78	1.27
	COLD SPRING	5	365.22	1.37
	ALBANY	4	252.14	1.59
	HINCKLEY	2	122.12	1.64
	ST. MICHAEL-ALBERTVILLE	4	199.81	2.00
	SANDSTONE	2	88.56	2.26
	FINLAYSON	1	41.72	2.40
	ELK RIVER	22	831.01	2.65
	BIG LAKE	4	135.77	2.95
	BUFFALO	19	586.99	3.24
	PRINCETON	14	428.68	3.27
	BECKER	4	116.57	3.43
	BRAHAM	6	158.85	3.78
	DELANO	9	236.14	3.81
	ROCKFORD	7	183.59	3.81
	OGILVIE	4	97.05	4.12
	ST. CLOUD	68	1533.53	4.43
	SAUK RAPIDS	16	340.73	4.70
	RUSH CITY	6	121.77	4.93
	SARTELL	13	215.82	6.02
	CAMBRIDGE	37	531.16	6.97
	CHISAGO LAKES	no data	327.01	no data
	MORA	no data	216.74	no data
	BELGRADE	no data	85.39	no data
	BROOTEN	no data	69.04	no data
	KIMBALL	no data	120.87	no data
	ANNANDALE	no data	220.67	no data
	HOWARD LAKE	no data	171.86	no data
Region 9	BLUE EARTH	1	183.79	.54
	WELLS	1	125.18	.80
	WASECA	4	311.99	1.28
	ST. JAMES	3	193.00	1.55
	NEW ULM	8	459.42	1.74
	GARDEN CITY	2	91.95	2.18
	WINTHROP	2	81.00	2.47
	SLEEPY EYE	3	104.61	2.87
	MANKATO	29	962.44	3.01
	CLEVELAND	2	58.70	3.41
	ST. PETER	10	255.00	3.92

Table A1: District Participation Rates

	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
	GAYLORD	6	117.51	5.11
	AMBOY-GOOD THUNDER	3	54.81	5.47
	MADELIA	8	110.40	7.25
	LE CENTER	9	123.27	7.30
	ST. CLAIR	7	74.11	9.45
	MONTGOMERY	20	186.69	10.71
	LAKE CRYSTAL	11	99.85	11.02
	MAPLETON	no data	71.48	no data
	LE SUEUR	no data	195.38	no data
	TRIMONT	no data	51.02	no data
	TRUMAN	no data	74.81	no data
	NICOLLET	no data	65.99	no data
	JANESVILLE	no data	94.79	no data
	WALDORF-PEMBERTON	no data	64.95	no data
Region 10	LA CRESCENT	1	230.93	.43
	CANNON FALLS	1	199.73	.50
	OWATONNA	6	683.49	.88
	ELGIN	1	83.98	1.19
	MEDFORD	1	82.00	1.22
	FARIBAULT	8	652.57	1.23
	LAKE CITY	3	238.88	1.26
	ALBERT LEA	11	779.60	1.41
	STEWARTVILLE	5	260.28	1.92
	BYRON	3	151.56	1.98
	ROCHESTER	42	2078.26	2.02
	LEWISTON	3	146.91	2.04
	SOUTHLAND	3	120.88	2.48
	WEST CONCORD	2	79.42	2.52
	PINE ISLAND	4	150.07	2.67
	RED WING	14	474.27	2.95
	KASSON-MANTORVILLE	5	164.49	3.04
	WABASHA	5	159.95	3.13
	CHATFIELD	5	151.69	3.30
	DODGE CENTER	4	81.63	4.90
	AUSTIN	37	673.16	5.50
	BLOOMING PRAIRIE	8	134.89	5.93
	WINONA	58	798.61	7.26
	DOVER-EYOTA	10	109.43	9.14
	HAYFIELD	no data	144.65	no data
	KENYON	no data	114.08	no data
	ZUMBROTA	no data	103.20	no data
	HOUSTON	no data	90.43	no data
	GRAND MEADOW	no data	40.41	no data
	NORTHFIELD	no data	500.23	no data
	ST. CHARLES	no data	143.71	no data

Table A1: District Participation Rates

	District Name	Number of PEOP Participants	Average Daily Membership for 11th and 12th Graders	Percent of 11th and 12th Graders Participating in PEOP
Region 11	EDINA	2	1286.46	.16
	SOUTH ST. PAUL	1	504.37	.20
	RICHFIELD	3	931.32	.32
	FARMINGTON	1	310.40	.32
	CENTENNIAL	2	376.77	.53
	BLOOMINGTON	14	2535.20	.55
	CHASKA	3	532.37	.56
	BELLE PLAINE	1	167.93	.60
	ROSEVILLE	9	1243.14	.72
	LAKEVILLE	4	551.10	.73
	STILLWATER	10	1347.79	.74
	MINNETONKA	12	1042.40	1.15
	EDEN PRAIRIE	9	661.73	1.36
	WEST ST. PAUL	11	792.89	1.39
	BURNSVILLE	21	1513.32	1.39
	WAYZATA	17	1202.56	1.41
	ST. LOUIS PARK	12	841.30	1.43
	ANOKA	70	4681.32	1.50
	SHAKOPEE	7	464.45	1.51
	ORONO	6	393.52	1.52
	HASTINGS	13	807.21	1.61
	FOREST LAKE	17	1003.84	1.69
	SOUTH WASHINGTON COUNTY	25	1414.49	1.77
	ROBBINSDALE	54	2753.70	1.96
	MOUNDS VIEW	43	1972.05	2.18
	FRIDLEY	12	543.36	2.21
	WATERTOWN-MAYER	4	176.49	2.27
	MAHTOMEDI	7	308.55	2.27
	COLUMBIA HEIGHTS	15	648.12	2.31
	WESTONKA	11	456.95	2.41
	ST. FRANCIS	15	575.10	2.61
	SPRING LAKE PARK	17	632.32	2.69
	WACONIA	7	258.15	2.71
	BROOKLYN CENTER	6	206.73	2.90
	WHITE BEAR LAKE	39	1339.06	2.91
	NORTH ST. PAUL-MAPLEWOOD	40	1350.36	2.96
	NEW PRAGUE	13	392.72	3.31
	OSSEO	102	2498.98	4.08
	ROSEMOUNT	87	2128.32	4.09
	HOPKINS	52	1226.15	4.24
	ST. PAUL	195	4378.26	4.45
	MINNEAPOLIS	257	5430.86	4.73
	ST. ANTHONY-NEW BRIGHTON	11	222.24	4.95
	PRIOR LAKE	31	531.12	5.84
	JORDAN	14	191.45	7.31
	INVER GROVE	41	544.35	7.53
	RANDOLPH	5	61.73	8.10

Table A2: PSI Courses and Credits

PSI Type	PSI Name	Number of Courses	Number of Credits
AVTI	PIPESTONE AVTI	1	15
	HIBBING AVTI	2	2
	JACKSON AVTI	6	55
	BEMIDJI AVTI	7	59
	STAPLES AVTI	8	117
	DAKOTA COUNTY AVTI	12	186
	ALBERT LEA AVTI	13	175
	DULUTH AVTI	15	234
	GRANITE FALLS AVTI	15	117
	MOORHEAD AVTI	16	126
	AUSTIN AVTI	16	192
	ROCHESTER AVTI	16	200
	WILLMAR AVTI	17	72
	CANBY AVTI	18	321
	MANKATO AVTI	19	181
	MINNEAPOLIS AVTI	20	151
	PINE CITY AVTI	21	345
	ST. CLOUD AVTI	21	181
	ANOKA AVTI	26	378
	RED WING AVTI	29	186
	916 AVTI	29	327
	WINONA AVTI	32	477
	FARIBAULT AVTI	33	489
	THIEF RIVER FALLS AVTI	34	238
	WADENA AVTI	34	463
	ST. PAUL AVTI	37	444
	DETROIT LAKES AVTI	50	633
	BRAINERD AVTI	57	649
	HUTCHINSON AVTI	119	850
COMMUNITY COLLEGE	VERMILION COMMUNITY COLLEGE	77	239
	AUSTIN COMMUNITY COLLEGE	183	626
	WILLMAR COMMUNITY COLLEGE	209	684
	WORTHINGTON COMMUNITY COLLEGE	230	783
	ANOKA-RAMSEY COMMUNITY COLLEGE	233	772
	NORTHLAND COMMUNITY COLLEGE	253	833
	MESABI COMMUNITY COLLEGE	272	915
	RAINY RIVER COMMUNITY COLLEGE	277	900
	HIBBING COMMUNITY COLLEGE	330	1001
	MINNEAPOLIS COMMUNITY COLLEGE	445	1525
	ROCHESTER COMMUNITY COLLEGE	480	1611
	ITASCA COMMUNITY COLLEGE	504	1529
	LAKEWOOD COMMUNITY COLLEGE	519	1717
	ANOKA-RAMSEY COMMUNITY COLLEGE	522	1828
	FERGUS FALLS COMM. COLLEGE	565	1812
	INVER HILLS COMMUNITY COLLEGE	596	1939
	BRAINERD COMMUNITY COLLEGE	734	2561
	NORMANDALE COMMUNITY COLLEGE	839	3282
	NORTH HENNEPIN COMMUNITY COLLEGE	1306	4904

Table A2: PSI Courses and Credits

PSI Type	PSI Name	Number of Courses	Number of Credits
STATE UNIVERSITY	MOORHEAD STATE UNIVERSITY	162	573
	WINONA STATE UNIVERSITY	302	1180
	ST. CLOUD STATE UNIVERSITY	560	2100
	SOUTHWEST STATE UNIVERSITY	598	1880
	BEMIDJI STATE UNIVERSITY	637	2317
	MANKATO STATE UNIVERSITY	641	2212
UNIVERSITY OF MINNESOTA	U OF M - CROOKSTON CAMPUS	38	114
	U OF M - WASECA CAMPUS	107	307
	U OF M - CORRESPONDENCE	116	510
	U OF M - MORRIS CAMPUS	127	511
	U OF M - DULUTH CAMPUS	205	741
	U OF M - EXTENSION	594	2497
	U OF M - MINNEAPOLIS CAMPUS	630	2622
PRIVATE COLLEGE	ST. JOHN'S UNIVERSITY	3	12
	ST. MARY'S COLLEGE	3	8
	CONCORDIA COLLEGE - ST. PAUL	12	36
	COLLEGE OF ST. BENEDICT	18	57
	MACALESTER COLLGEG	18	72
	AUGSBURG COLLEGE	24	96
	GUSTAVUS ADOLPHUS COLLEGE	31	100
	COLLEGE OF ST. CATHERINE	34	136
	COLLEGE OF ST. SCHOLASTICA	43	168
	CONCORDIA COLLEGE - MOORHEAD	48	172
	COLLEGE OF ST. THOMAS	49	193
	COLLEGE OF ST. TERESA	52	179
	MPLS COLLEGE OF ART & DESIGN	54	115
	HAMLINE UNIVERSITY	76	228
	BETHEL COLLEGE	215	765

TABLE A3: High School Dissemination Methods

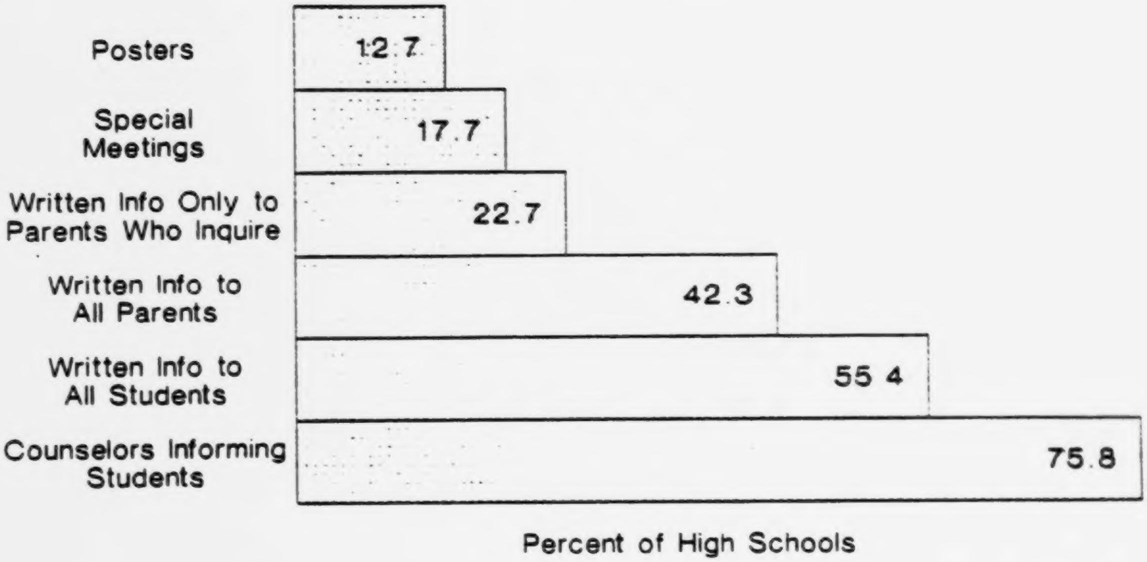


Table A4: Most Important Sources of Information About PSEO Identefied by Students

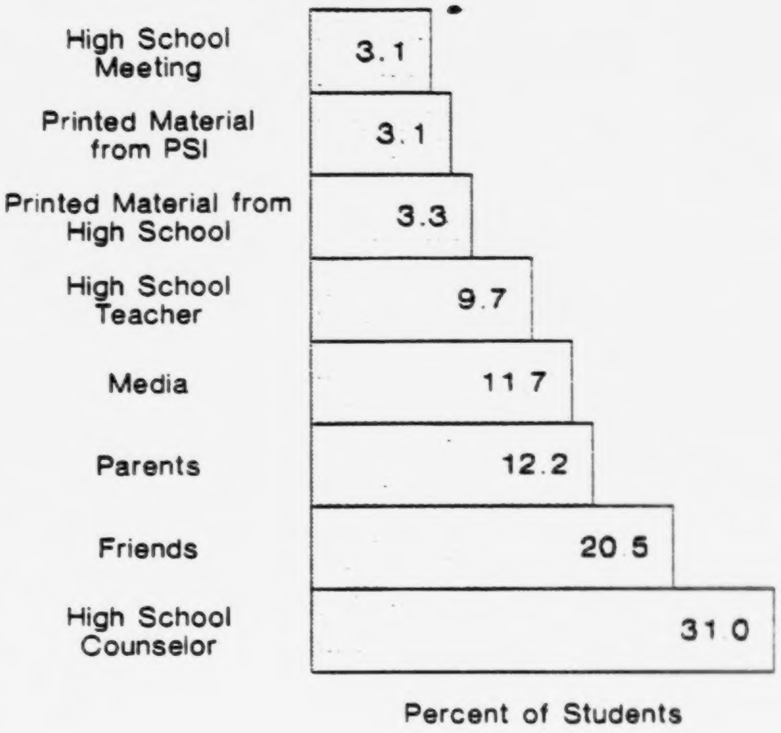


TABLE A5: PSI's Dissemination Methods About the PSEO

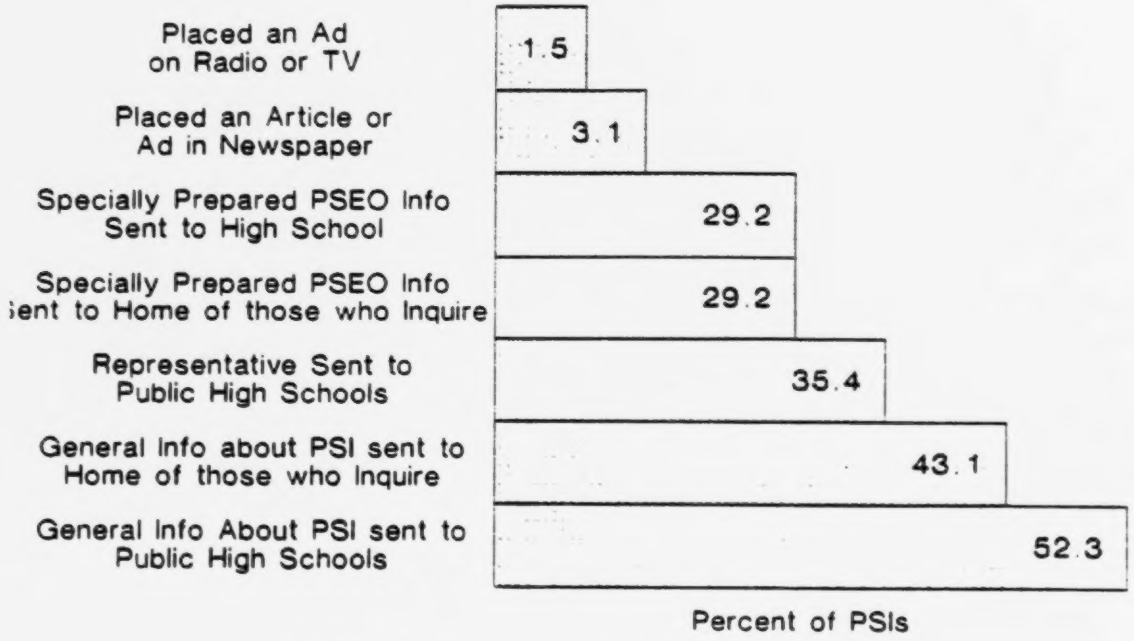


TABLE A6: Parents Reasons for Wanting Child to Participate in PSEO (Percent of Parents)

Reasons	Percent
Participation at a Particular PSI Will Help My Child Gain Admission to That PSI	10.9
Participation in the Program Will Assure Better Chances to Gain Admission To Whatever PSI Child Chooses	18.4
Participation Will Better Equip Child To Decide Whether to Pursue Education Beyond High School	37.2
Taking Particular Courses Will Better Equip Child to Choose Major	44.6
Participation Will Provide Instruction Suited To Child's Interest	55.4
College Credits Now Will Translate Into Less Time Necessary to Graduate from College	56.2
College Credits Now Will Translate Into Less Expense	56.5
Participation Will Better Prepare Child for Rigors of PSI Life	59.7
Participation Will Provide Child With Greater Academic Challenge	66.7

TABLE A7: Additional Characteristics of Students Participating in PSEO

	Percent of Participants
Self-Reported Grades Before PSEO	
Mostly A	36.1
Mostly B	47.7
Mostly C	14.3
Mostly D	1.8
Ever a HS Dropout?	
Yes	5.4
No	94.6
Job Last School Year?	
Yes	72.2
No	27.8
Mother's Education Level	
HS or Less	40.6
College	52.8
Grad Degree	6.6

	Percent of Participants
Disability?	
Yes	2.2
No	97.8
HS Activity Before PSEO	
Very Active	29.9
Moderately Active	38.5
Not Very Active	16.9
Did Not Participate	14.8

TABLE A8: High School Participation Rates (Percentage Eligibles) for Participating High Schools

Mean	4.2
Median	2.7
Range	38.6

Values at:

5th Percentile	0.5
25th Percentile	1.5
50th Percentile	2.7
75th Percentile	5.4
95th Percentile	11.7

TABLE A9: PSI Courses Classified by Subject Matter (Detailed Classification)

Subject	Frequency	Percent
Communication	3732	24.8
Math	1080	7.2
Science	737	4.9
Soc Studies	1692	11.2
Soc Science	2111	14.0
History	1098	7.3
Languages	676	4.5
Technology	315	2.1
Physical Educ	764	5.1
Music	286	1.9
Business	637	4.2
Visual Art	347	2.3
Home Economics	18	1
Industrial Arts	9	1
Health	356	2.4
Miscelaneous	386	2.6
AVTI Type Courses	834	5.5
Total	15079	100.0

TABLE A10: Course Grades by Institutional Type

Grade	PSI Type					
	AVTI	Com Col	St Univ	UM	Priv Col	Total
A	22.2	20.7	29.5	30.0	34.6	24.6
B	33.3	24.4	30.9	28.6	44.5	27.9
C	11.4	23.6	20.0	16.7	12.4	20.6
D	1.5	5.8	2.6	2.2	1.5	4.2
E	0.2	0.6	0.8	1.1	0.6	0.7
Incomplete	11.4	4.4	2.8	7.0	0.6	4.6
No Credit	15.2	18.8	9.2	9.1	5.0	14.6
Pass	4.9	1.6	4.2	5.2	0.8	2.7
	100%	100%	100%	100%	100%	100%

TABLE A11: Course Grade by Subject

Grade	Communication	Math and Sci	Humanities	AVTI	Other	Total
A	23.6	23.0	21.1	23.1	33.3	24.6
B	30.6	23.0	28.1	32.5	26.1	27.9
C	23.2	20.9	25.3	10.7	11.7	20.6
D	1.9	5.8	6.1	1.6	3.4	4.2
E	0.7	0.7	0.9	0.2	0.6	0.7
Incomplete	3.7	4.6	3.4	10.9	6.2	4.6
No Credit	12.6	18.9	13.7	15.9	15.9	14.6
Pass	3.7	3.1	1.5	5.1	2.9	2.7
	100%	100%	100%	100%	100%	100%

TABLE A12: GPA[a] of Students by Number of Courses Taken

Number of Courses	G P A	Number of Students
1	2.96	732
2	2.76	591
3	2.82	363
4	2.91	275
5	2.72	197
6	3.00	222
7	3.03	90
8	2.72	138
9	2.73	112
10	2.86	78
11	2.84	69
12	2.83	85
13	2.83	49
14	2.85	83
15	3.21	23
Total	2.87	3108

[a] GPA is calculated on a 4 point scale (A=4, B=3, C=2, D=1, E=0) for those courses in which a student receives a grade. All courses are weighted equally regardless of its credit value.

TABLE A13: Sudents' Comparison of PSI Courses to High School Courses by Subject

PSI Courses Are	Communication	Math and Sci	Humanities	AVTI	Other	Total
More Difficult	71.3	73.7	78.1	70.3	57.7	71.4
Same	24.1	18.5	16.5	23.1	36.3	22.9
Less Difficult	4.7	7.7	5.4	6.6	6.0	5.7
	100%	100%	100%	100%	100%	100%

Student ID # ________________

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM

Survey of Participants

INTERVIEWER SHOULD FILL IN ITEMS 1-6 BEFORE CONTACTING THE RESPONDENT. THE INFORMATION FOR THESE ITEMS IS CONTAINED IN THE STUDENT RECORD PRINTOUT.

1. High school grade:

   Eleven ______
   Twelve ______

2. Sex of respondent:

   Male ______
   Female ______

3. School district attended during 1985-86 school year:

   ____

4. Total number of postsecondary institutions attended during 1985-86 school year -- do not include student's high school ______________

   4a. Names: School No. 1 ____________________

   School No. 2 ____________________

   School No. 3 ____________________

5. Total number of postsecondary courses enrolled in during 1985-86 school year: __________

   5a. Total number of postsecondary credits enrolled in during 1985-86 school year: ________________

6. Names of postsecondary courses

   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____
   ____

6a. Circle quarters or semesters enrolled:

	Yes	No
Fall quarter/fall semester 1985	1	2
Winter quarter 1986	1	2
Spring quarter/spring semester 1986	1	2

I.D. # ____________________

LAST NAME: ________________

DATE: _____________________

START TIME: _____:_____ A.M. / P.M.

Hello my name is ________________________. I'm calling on behalf of the Minnesota State Department of Education. According to our records you attended ______________________ last year as a participant in the Postsecondary Enrollment Options Program. We are doing a study designed to help the State of Minnesota learn about the experiences and opinions of students who participated last school year in the Postsecondary Enrollment Options Program. We are contacting you as part of a sample of students who through this program took the opportunity to enroll in postsecondary courses at universities, colleges or vocational/technical institutions within the state. Your responses will be treated confidentially. The survey will take about 20 minutes depending on your answers. Will you be willing to help us?

(IF RESPONDENT INDICATES THAT THIS IS NOT A CONVENIENT TIME, TRY TO RESCHEDULE THE INTERVIEW, RECORDING THIS INFORMATION ON THE INDEX CARD. IF RESPONDENT AGREES TO PARTICIPATE NOW, RECORD "START TIME" AT TOP OF PAGE AND CONTINUE.)

First I would like to ask you about your decision to enroll in postsecondary courses through the Postsecondary Enrollment Options program. Postsecondary courses are the ones you took at ______________________________.

7. I am going to read a list of reasons why someone might enroll in postsecondary courses through this program. As I read each reason, tell me whether it applies to you. (CHECK ALL THAT APPLY)

_____ to take courses that were not available in my high school
_____ to get a "head start" on college
_____ to help me decide whether or not to pursue further education
_____ to help me decide where to go to school after high school
_____ to pursue a subject personally interesting to me
_____ to avoid being bored by my high school courses
_____ to be with my friends
_____ to follow advice from my parents
_____ to follow advice from my high school teachers and counselors

_____ was there any other reason? (SPECIFY): __________________
_____ DK/NA

8. How did you find out about the Postsecondary Enrollment Options Program? Was it from: (CHECK ALL THAT APPLY)

_____ printed information from your high school
_____ a meeting in your high school
_____ high school teacher
_____ high school counselor
_____ printed material from the university, college or vocational/technical school
_____ radio, TV, or newspaper
_____ friends
_____ parents

_____ any other way? (SPECIFY): ______________________________
_____ DK/NA

9. Which source of information proved most helpful to you in deciding to participate in the program? (REPEAT SOURCES CHECKED ABOVE AND PLACE A SECOND CHECK BY THE MOST HELPFUL.)

_____ DK/NA

10. Before you applied to the program did you request or receive written information about the Postsecondary Enrollment Options Program?

_____ YES (CONTINUE)
_____ NO (SKIP TO Q. 13)
_____ DK/NA (SKIP TO Q. 13)

11. Did you have difficulty obtaining information about the program?

_____ YES
_____ NO
_____ DK/NA

12. How did you obtain this written information? Was it from: (CHECK ALL THAT APPLY)

_____ your school distributing it to all students
_____ your asking for information from your school
_____ unsolicited information at your home or school from a postsecondary institution
_____ your asking a postsecondary institution to give you information

_____ another way (SPECIFY) ______________________________
_____ DK/NA

12a. Once it was received, how satisfied were you with the information about the Postsecondary Enrollment Options Program? Were you:

_____ very satisfied
_____ satisfied
_____ dissatisfied
_____ very dissatisfied

_____ DK/NA

13. I am going to read a list of people who may have been involved in your decision to participate in the Postsecondary Enrollment Options Program. As I read the list please tell me whether these people mainly encouraged you to participate, discouraged you, neither encouraged nor discouraged you but discussed the decision somewhat, or were not involved at all. (CHECK ONE RESPONSE FOR EACH PERSON).

	Encouraged	Discouraged	Neither	Not Involved	DK/NA
Parents	_____	_____	_____	_____	_____
High School Teachers	_____	_____	_____	_____	_____
High School Counselors	_____	_____	_____	_____	_____
High School Principal	_____	_____	_____	_____	_____
Friends	_____	_____	_____	_____	_____
Postsecondary Counselors	_____	_____	_____	_____	_____

14. I am going to read a list of possible reasons why one might choose particular postsecondary institutions through which to take courses. As I read each, tell me whether it was one of your reasons for choosing the institution(s) you did. (CHECK ALL THAT APPLY. IF RESPONDENT ATTENDED MORE THAN ONE POSTSECONDARY INSTITUTION, REPEAT QUESTION FOR EACH SCHOOL, NAMING EACH INSTITUTION LISTED FROM STUDENT RECORD - Item 4a.)

SCHOOL NO. 1 ______________________________(PSI name)

_____ It was the only school offering the courses I wanted
_____ I thought I could learn more at this school than other schools
_____ It was close and transportation was easy
_____ My friends were going to this school
_____ My parents thought well of this school
_____ This school has a reputation for not being too difficult
_____ I hope to attend this school after graduation from high school

_____ Any other reason (SPECIFY): _________________________
_____ DK/NA

SCHOOL NO. 2 ______________________________(PSI name)

_____ It was the only school offering the courses I wanted
_____ I thought I could learn more at this school than other schools
_____ It was close and transportation was easy
_____ My firends were going to this school
_____ My parents thought well of this school
_____ This school has a reputation for not being too difficult
_____ I hope to attend this school after graduation from high school

_____ Any other reason (SPECIFY): _________________________
_____ DK/NA

15. Which of the reasons you gave was the single most important in your decision to choose the postsecondary institution(s) that you did? (READ CHECKED RESPONSES AGAIN IF NECESSARY, AND PLACE A SECOND CHECK BY THE MOST IMPORTANT REASON FOR EACH SCHOOL ATTENDED.)

_____ DK/NA

16. From the following list of materials or people please tell me which helped you choose your courses? (CHECK ALL THAT APPLY)

_____ materials provided by the postsecondary school
_____ parents
_____ high school guidance counselor(s)
_____ high school teacher(s)
_____ friend(s)
_____ postsecondary counselor(s)
_____ postsecondary instructor(s)

_____ anything or anyone else (SPECIFY) __________________
_____ DK/NA

17. It is important for us to find out what happened in the courses you enrolled in last school year. I am going to read a list of the courses in which you enrolled. For each course, tell me whether you completed or dropped the course, the grade you received, and how challenging you found this course compared to courses you've taken at your high school. (READ EACH POSTSECONDARY COURSE FROM ITEM 6. ASK WHETHER THE COURSE WAS DROPPED OR COMPLETED. IF DROPPED, ASK COMPARISON QUESTIONS. IF COMPLETED, ENTER GRADE RECEIVED AND ASK COMPARISON QUESTION.)

	Completed or Dropped Course	Grade (A, B, C, D, F, Incomplete or No Credit: NC)	Comparison with Challenge of High School Courses			
			More	Less	Same	DK/NA
School No. 1:						
Course						
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

	Completed or Dropped Course	Grade (A, B, C, D, F, Incomplete or No Credit: NC)	Comparison with Challenge of High School Courses			
			More	Less	Same	DK/NA
School No. 2:						
Course						
1. ____________	_____	____________	___	___	___	___
2. ____________	_____	____________	___	___	___	___
3. ____________	_____	____________	___	___	___	___
4. ____________	_____	____________	___	___	___	___
5. ____________	_____	____________	___	___	___	___
6. ____________	_____	____________	___	___	___	___
7. ____________	_____	____________	___	___	___	___
8. ____________	_____	____________	___	___	___	___
9. ____________	_____	____________	___	___	___	___
10. ____________	_____	____________	___	___	___	___
11. ____________	_____	____________	___	___	___	___
12. ____________	_____	____________	___	___	___	___
13. ____________	_____	____________	___	___	___	___
14. ____________	_____	____________	___	___	___	___
15. ____________	_____	____________	___	___	___	___

18. In general, how did the average amount of time you spent studying and doing homework for postsecondary courses compare to the time you spent doing the same for high school courses? Did you: (CHECK ONLY ONE)

_____ spend more time on postsecondary courses
_____ spend about the same time on both types of courses; or
_____ spend less time on postsecondary courses than on high school courses?

_____ DK/NA

19. Where were the postsecondary courses that you took offered? Were they offered: (CHECK AS MANY AS APPLY)

_____ on the campus of the college, university or vocational/technical school
_____ at your high school
_____ at a place other than the college campus or your high school
_____ through correspondence or TV

_____ DK/NA

20. Did you travel to your postsecondary courses from your: (CHECK AS MANY AS APPLY)

_____ Home
_____ High school
_____ Other (SPECIFY) ____________________________________

20a. On an average day how long did it take you to travel one way from (see #20) to the campus of the college, university or vocational/technical school where you enrolled in courses? (CHECK ONLY ONE; REPEAT FOR EACH SCHOOL ATTENDED, ITEM 4a) Did it take:

SCHOOL NO. 1:

_____ less than 15 minutes
_____ 15-30 minutes
_____ 31-60 minutes
_____ more than 1 hour

_____ DK/NA

SCHOOL NO. 2:

_____ less than 15 minutes
_____ 15-30 minutes
_____ 31-60 minutes
_____ more than 1 hour

_____ DK/NA

21. I am going to list several activities related to participation in courses taken as part of the Postsecondary Enrollment Options Program. For each item, please indicate whether you engaged in the activity. Did you: (CHECK ALL THAT APPLY)

_____ Talk with instructors before or after class?
_____ Ask questions during class?
_____ Study at the campus library?
_____ Check out books from the campus library?
_____ Join student organizations on campus?
_____ Use the athletic facilities?
_____ Make friends with other students?

_____ DK/NA

22. In general, considering all aspects of the courses you have taken under the Postsecondary Enrollment Options Program, how satisfied are you with your involvement? Are you: (CHECK ONLY ONE)

_____ Very satisfied
_____ Satisfied
_____ Dissatisfied
_____ Very dissatisfied

_____ DK/NA

The next few questions ask how participation in this program affected your life last year.

23. Before participation in postsecondary courses, how active were you in extracurricular activities in your high school? (CHECK ONE) Were you:

_____ Very active
_____ Moderately active
_____ Not very active
_____ Did you not participate?

_____ DK/NA

24. Did participation in this program increase, decrease or have no effect on your involvement in high school extracurricular activities? (CHECK ONE)

_____ Increased
_____ Decreased
_____ No effect

_____ DK/NA

25. Did participation increase, decrease, or have no effect on the amount of time you spent with high school friends? (CHECK ONE)

_____ Increased
_____ Decreased
_____ No effect

_____ DK/NA

26. I am going to read a list of statements about individual benefits resulting from participation in this program. For each statement, tell me whether the benefit applies to you. (CHECK ALL THAT APPLY)

Yes	No	DK/NA	
___	___	___	• I feel more academically prepared now to enter a college, university or vocational/technical school.
___	___	___	• I have a better sense now of whether I should pursue more education after high school graduation.
___	___	___	• I feel more certain now about the type of postsecondary institution I want to attend after high school.
___	___	___	• I have more information now about my strengths and weaknesses in a different learning situation.
___	___	___	• I know now what to expect in terms of homework and preparation for courses I might take in a college, university or vocational/technical institute.
___	___	___	• I feel I learned more than I would have if I had taken only high school courses.
___	___	___	• I feel I was able to get more out of my other high school courses by participating in this program.

_____ Other (SPECIFY): ______________________________

27. Some students encountered problems in the Postsecondary Enrollment Options Program. For each problem I read, please indicate whether it applies to your experience and, if so, whether in your opinion it was a major or minor problem.

			Problem was:		
	Yes	No	Major	Minor	DK/NA
Transportation was too difficult	___	___	___	___	___
The quarter/semester schedule conflicted with my high school schedule	___	___	___	___	___
Courses were held at inconvenient times	___	___	___	___	___
High school counselors were confused over assigning credits	___	___	___	___	___
My high school would not accept my credits or grades from the post-secondary courses I took	___	___	___	___	___
Registration was a [redacted] hassle	___	___	___	___	___
I did not feel prepared to handle the assigned course material	___	___	___	___	___
It was difficult to form friendships	___	___	___	___	___
Some other Problem?	___	___	___	___	___

(SPECIFY)____

CHECK ITEM #1 - IF STUDENT WAS IN GRADE 11 LAST YEAR, CONTINUE WITH Q. 28. IF STUDENT WAS IN GRADE 12 LAST SCHOOL YEAR, SKIP TO QUESTION 32.

28. Do you plan to participate in courses provided through the Postsecondary Enrollment Options Program this coming school year?

_____ YES (SKIP TO Q.30)
_____ NO (ASK QUESTIONS 29, 29a. THEN SKIP TO QUESTION 31)

_____ DK/NA

29. I am going to read a list of reasons why one might decide not to participate in the program this year. As I read each one, tell me whether it applies to you. (CHECK ALL THAT APPLY)

_____ My expectations about the program have been met
_____ The courses I took last year were too hard
_____ I did not do well
_____ I did not enjoy the overall experience
_____ Transportation was too difficult last year
_____ I want to be with my high school friends
_____ I want to be more active in high school activities
_____ Coordinating two schedules is too difficult
_____ I can get the course I want at my high school
_____ I had problems with credit or grade transfers

_____ Was there any other reason? (SPECIFY) ____________________
_____ DK/NA

29a. Which of these reasons was the most important? (REPEAT REASONS CHECKED IF NECESSARY AND PLACE A SECOND CHECK BESIDE THE MOST IMPORTANT)

_____ DK/NA

DON'T ASK QUESTION 30 IF STUDENT SAID NO TO QUESTION 28.

30. Compared to last school year, do you plan to take more, less or about the same number of postsecondary credits this coming school year?

_____ MORE
_____ LESS
_____ ABOUT THE SAME NUMBER

_____ DK/NA

31. Has participation in postsecondary courses significantly influenced the courses you will take in high school this year?

_____ YES (SKIP TO Q. 34)
_____ NO (SKIP TO Q. 34)

_____ DK/NA (SKIP to Q. 34)

32. Did you graduate from high school?

_____ YES (SKIP TO Q. 33)
_____ NO (CONTINUE)

_____ DK/NA (SKIP TO Q. 33)

32a. Did participation in this program have anything to do with why you did not graduate?

_____ YES
_____ NO

_____ DK/NA

33. What are your plans for this fall? Will you (CHECK ONLY ONE)

_____ work
_____ go to college
_____ go to a vocational/technical institute
_____ enter the military
_____ take some time off
_____ no plans at this time

_____ or do you have some other plans? (SPECIFY) ____________
_____ DK/NA

34. Which of the following best describes your current educational plan? (CHECK ONLY ONE) Are you planning on a:

_____ high school degree only
_____ vocational/technical certificate
_____ 2 year college degree
_____ 4 year college degree
_____ graduate or professional school?

_____ DK/NA

35. After high school graduation do you plan to enroll in the same institution you attended last year through the Postsecondary Enrollment Options Program?

_____ YES
_____ NO

_____ DK/NA

In the final questions, we want to learn about participants' individual characteristics so that we can see whether different groups have different views and experiences. Keep in mind that this information will be confidential.

36. Which of the following categories best describes your race or ethnic affiliation? (CHECK ONLY ONE) Are you:

_____ Black
_____ White
_____ American Indian or Alaskan Native
_____ Asian or Pacific Islander
_____ Hispanic

_____ Other (SPECIFY) ______________________________
_____ DK/NA

37. Which of the following best describes your grades in high school before you began taking courses through the Postsecondary Enrollment Options Program? (CHECK ONLY ONE) Did you get:

_____ Mostly A's
_____ Mostly B's
_____ Mostly C's
_____ Mostly D's or below

_____ DK/NA

38. Have you ever dropped out of high school?

_____ YES
_____ NO

39. Did you have a job during the last school year?

_____ YES (Approximate number of hours/week __________)
_____ NO

40. What is the highest level of education attained by your mother and father? (CHECK ONLY ONE)
(READ LIST)

	Mother	**Father**
Less than high school	_____	_____
High school graduate	_____	_____
Some college	_____	_____
Business or trade school certificate	_____	_____
College graduate	_____	_____
Graduate degree or professional degree	_____	_____

(REPEAT FOR FATHER)

DK/NA	_____	_____

41. Do you have any disabilities such as a communication, a learning, or a physical disability?

_____ YES
_____ NO

42. What high school did you attend last year?

____

This concludes the interview. Before we hang up, are there any specific comments you would like to make about your experience in the Postsecondary Enrollment Options Program that are not reflected elsewhere?

(FINISH TIME: _____:_____)

Minnesota Department of Education PEO Program 801 Capitol Square - 550 Cedar St. Paul, MN 55101	POSTSECONDARY ENROLLMENT OPTIONS PROGRAM SURVEY OF PARENTS OF PARTICIPATING STUDENTS	ED-01821-01 Return As Soon As Possible CODE:

This survey will help the Minnesota Department of Education learn about the experiences of parents or guardians of children who participate in the Postsecondary Enrollment Options (PEO) Program. This is the program which allows 11th and 12th grade students to attend community public or private colleges, universities, and vocational technical institutes, and receive high school credits for the courses they take. This survey is part of a larger evaluation effort that includes a survey of a sample of students who participate in the PEO program, a survey of high schools, and a survey of participating postsecondary institutions. Your participation is important to insure that we obtain an accurate picture of how the PEO program affects students and their families. Please complete this questionnaire and return it in the pre-addressed, stamped envelope as soon as possible.

You will note that several questions instruct you to either check one answer, specify an additional answer not listed, continue to the next question, or skip a particular question that will not apply to you. These instructions are always written in CAPITAL LETTERS; please follow them carefully.

1. How did you first find out about the Postsecondary Enrollment Options Program? (CHECK ONLY ONE)

   ___ From your child
   ___ Printed information from your child's high school
   ___ Child's high school teacher
   ___ Child's high school counselor
   ___ Printed material from the college or vocational/technical school
   ___ Radio, T.V. or newspaper
   ___ Your friends
   ___ Some other way (SPECIFY) ______________________________
   ____
   ___ Don't remember

2. Did you ever have access to any written information about the program prior to deciding that your child would participate? (CHECK ONLY ONE)

   ___ Yes (CONTINUE WITH QUESTION 2a)
   ___ No (SKIP TO QUESTION 3)

   2a. Below is a list of sources from which you could have received this written information. Place a check beside each source from which this written information came.

   ___ High school(s)
   ___ Postsecondary institution(s)
   ___ Other (SPECIFY) ______________________________
   ____
   ____

2b. Overall, (considering all sources) was the written information you received adequate to help you decide whether or not your child should participate in the program? (CHECK ONLY ONE)

___ Yes
___ No

3. Below is a list of topics related to participation in the program that a parent might discuss with a child. Place a check mark beside each topic you discussed with your child.

___ Cost of participation
___ Transportation to the course(s)
___ Social life at high school
___ Social life at college or vocational/technical school
___ Difficulty of postsecondary course work
___ Maturity necessary to attend a postsecondary institution
___ Effects of participation on extracurricular activities at high school
___ The decision whether or not to pursue a degree beyond high school
___ Which courses to take at the college or vocational/technical institute
___ Other (SPECIFY)____

____

___ I did not discuss the program with my child

4. Overall, did you encourage or discourage your child to participate in the program, or didn't you do either? (CHECK ONLY ONE)

___ I encouraged my child
___ I discouraged my child
___ I neither encouraged nor discouraged my child

5. Listed below are individual reasons why you may have wanted your child to participate in the program. Place a check mark beside each reason you considered when thinking about your child's participation. (CHECK ALL THAT APPLY)

___ Participation at a particular postsecondary institution will help my child gain admission to that institution
___ Participation in the program will assure better chances of gaining admission into whatever college or vocational/technical institution my child chooses
___ Participation will better equip my child to decide whether to pursue an education beyond high school
___ Taking particular courses will better equip my child to decide which major field to pursue later
___ Participation will better prepare my child for the rigors of postsecondary academic life

___ College credits earned now will translate into less time necessary to graduate from college
___ College credits earned now will translate into less expense later
___ Participation will provide my child with a greater academic challenge than is possible in his/her high school
___ Participation will provide access to instruction that is better suited to my child's interests and abilities

5a. Which of the reasons you checked above was the most important reason you wanted your child to participate in the PEO program? (CHECK ONLY ONE)

___ Participation at a particular postsecondary institution will help my child gain admission to that institution
___ Participation in the program will assure better chances of gaining admission into whatever college or vocational/technical institution my child chooses
___ Participation will better equip my child to decide whether to pursue an education beyond high school
___ Taking particular courses will better equip my child to decide which major field to pursue later
___ Participation will better prepare my child for the rigors of postsecondary academic life
___ College credits earned now will translate into less time necessary to graduate from college
___ College credits earned now will translate into less expense later
___ Participation will provide my child with a greater academic challenge than is possible in his/her high school
___ Participation will provide access to instruction that is better suited to my child's interests and abilities

6. Listed below are individual reasons why you may not have wanted your child to participate in the program. Place a check mark beside each reason you considered when thinking about your child's participation.

___ Unexpected financial costs
___ Transportation problems
___ Excessive travel time
___ My child might not finish high school with his/her friends
___ My child might not be mature enough to associate with older students
___ My child might not be ready academically for advanced courses
___ The program was too new to judge its benefits
___ The postsecondary institutions in the area are not academically appropriate for my child
___ The high school my child attends has sufficiently challenging courses
___ Other (SPECIFY)____

____

7. Below are listed various aspects of your child's participation in the program with which you may be generally satisfied or dissatisfied. For each aspect, place a check mark under "Very Satisfied, "Somewhat Satisfied", Somewhat Dissatisfied", or "Very Dissatisfied" depending on your experience.

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Guidance or counseling at high school	____	____	____	____
Guidance or counseling at postsecondary institution	____	____	____	____
Postsecondary institution admission procedures	____	____	____	____
Subject matter of courses	____	____	____	____
Academic challenge of courses	____	____	____	____
Transfer of credits to high school	____	____	____	____

Other (SPECIFY) ____

____

8. Below are listed a set of student behaviors in which participation in the PEO program can cause change. For each behavior listed, place a check beside either "Increased", "Decreased", or "No Change", whichever best describes your child's experience as a result of program participation.

	Increased	Decreased	No Change
Relationships with high school friends	____	____	____
Amount of time spent studying	____	____	____
School or class attendance	____	____	____
Enthusiasm for learning	____	____	____
Confidence in own abilities	____	____	____
Sense of responsibility	____	____	____
Participation in extracurricular activities other than sports at high school	____	____	____
Participation in extracurricular activities other than sports at the postsecondary institution	____	____	____
Participation in sports at high school	____	____	____

9. What do you think is the PEO program's greatest strength?

____

____

____

10. What do you think is the PEO program's greatest weakness?

____

____

____

11. Below are listed various changes that could be made regarding the PEO program. Place a check beside each change you believe should be made.

___ The program should be expanded to include students in all high school grades
___ The program should be limited to high school seniors
___ The program should be discontinued altogether
___ Participants should be required to have completed more high school courses before they can enroll in courses offered by a postsecondary institution
___ Participants should be required to finish the final semester of their senior year at high school
___ Participants should be allowed to enroll only in academic courses offered by a postsecondary institution
___ Other (SPECIFY)______________________________

____

____

The last two questions are about yourself.

12. Are you male or female? (CHECK ONE)

___ Male
___ Female

13. What is the highest level of education you have completed? (CHECK ONE)

___ less than high school
___ high school
___ some college
___ 4 years of college
___ more than 4 years of college

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THIS SURVEY PROMPTLY.

Minnesota Department of Education
PEO Program
801 Capitol Square - 550 Cedar
St. Paul, MN 55101

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM
SURVEY OF HIGH SCHOOLS

ED-[illegible]
DUE: 11 3 86
CODE:

This survey will help the Minnesota Department of Education learn about the experiences of staff and administrators at high schools whose students participate in the Postsecondary Enrollment Options (PEO) Program. This survey is part of a larger evaluation effort that includes surveys of a sample of participating students and their parents, and a survey of participating postsecondary institutions. Your participation is important to insure that we obtain an accurate picture of how the PEO program is implemented and how students and schools are affected.

The survey should be filled out by the high school principal, even though he or she may request assistance from others to answer various questions requiring, for example, counts of certain types of students.

The great majority of questions address principals of high schools where students participated in the PEO program during the 1985-86 school year or during the 1986-87 school year. If no students at your school have ever participated in the PEO program, please fill out only the first question of this survey (Question 1) and return the entire survey in the pre-addressed stamped envelope no later than November 3, 1986.

If there are any students at your school who participated in the PEO program during either 1985-86 or 1986-87, start with Question 1 and continue until you complete the entire set of questions.

You will note that several questions instruct you to either check only one answer, specify an additional answer not listed, continue to the next question or skip a particular question that will not apply to you. These instructions are always written in CAPITAL LETTERS; please follow them carefully.

1. Have any students enrolled in your school ever participated in the PEO program? (CHECK ONE)

   ___ Yes (SKIP TO QUESTION 2)
   ___ No (CONTINUE WITH QUESTION 1a)

   1a. Below is a list of possible reasons why students at your high school have not participated in the PEO program. Place a check beside each reason that applies to students at your school.

   ___ No students expressed interest in participating
   ___ There are no postsecondary institutions within a reasonable distance of this school
   ___ There are no postsecondary institutions in which our students would like to enroll within a reasonable distance of this school
   ___ Participation would require re-scheduling of classes or other activities at this school
   ___ We offer Advanced Placement Courses (as they are defined by the College Board)

___ Our course offerings adequately fulfill student needs
___ Other reason (SPECIFY) ______________________________

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THIS SURVEY PROMPTLY.

The first group of questions will provide us with background information about your school and its student population.

2. For each grade level listed below, fill in the number of students enrolled in your school during Fall, 1984, Fall, 1985, and Fall, 1986.

Grade Level	Fall, 1984	Fall, 1985	Fall, 1986
10th	______ Number	______ Number	______ Number
11th	______ Number	______ Number	______ Number
12th	______ Number	______ Number	______ Number

3. For school year 1985-86, what percent of the graduating class:

Entered the military? ____ Percent

Entered a 4-year college or university? ____ Percent

Entered a 2-year college or vocational-technical school? ____ Percent

Entered the work force? ____ Percent

___ PLACE A CHECK MARK HERE IF YOUR SCHOOL DOES NOT MAINTAIN RECORDS OF THIS INFORMATION ABOUT THE GRADUATING CLASS.

4. How many students at your school participated in the Postsecondary Enrollment Options Program during Fall, 1986?

____ Number

5. How many students at your school participated in the PEO program during school year 1985-86?

____ Number

6. How many courses offered on your campus were provided by a postsecondary institution during school year 1985-86?

____ Number IF ZERO, SKIP TO QUESTION 7. OTHERWISE CONTINUE WITH QUESTION 6a.

6a. How many of these courses offered on your campus that were provided by a postsecondary institution were offered as a result of your participation in the PEO program?

______
Number

6b. How many students participating in the PEO program enrolled in courses offered on your campus by a postsecondary institution during school year 1985-86?

______
Number

7. How many courses offered through the PEO program are currently (as of Fall, 1986) offered on your campus?

______ IF ZERO, SKIP TO INSTRUCTION ABOVE QUESTION 8. OTHERWISE
Number CONTINUE WITH QUESTION 7a.

7a. How many students currently participate in these courses (or this course) offered at your school (during Fall, 1986)?

______
Number

IF YOUR SCHOOL IS LOCATED WITHIN THE "SEVEN COUNTY METROPOLITAN REGION" SKIP TO QUESTION 9. OTHERWISE CONTINUE WITH QUESTION 8.

8. The Postsecondary Enrollment Options Act defines eligible postsecondary institutions as Minnesota public postsecondary institutions or private, residential, two-year or four-year, liberal arts, degree granting colleges or universities located in Minnesota. This includes the University of Minnesota and its branches, state universities, Area Vocational Technical Institutes (AVTIs), community colleges, and private colleges which are two-year or four-year, liberal arts, degree granting, residential institutions.

With this definition in mind, please indicate the number of postsecondary institutions, by type, that are located within 30 miles (one way) of your school, which enroll or could enroll students in the PEO program.

Type	Number
Public 4-year college/university	______
Private 4-year college/university	______
Public 2-year college	______
Private 2-year college	______
Public Area Vocational-Technical Schools	______

9. How many students attended a postsecondary institution within 30 miles of your school during the 1985-86 school year?

_____
Number

10. How many students currently (as of Fall, 1986) attend a postsecondary institution located within 30 miles of your school?

_____
Number

11. How many students attended a postsecondary institution located more than 30 miles from your school during the 1985-86 school year?

_____
Number

12. How many students currently (as of Fall, 1986) attend a postsecondary institution located more than 30 miles from your high school?

_____
Number

The next questions inquire about how the PEO program has been implemented at your school.

13. Is there a particular person or office located in your building responsible for handling inquiries about the Postsecondary Enrollment Options Program? (CHECK ONE)

___ Yes (CONTINUE WITH QUESTON 13a)
___ No (SKIP TO QUESTION 15)

13a. How many people are responsible for handling inquiries?

_____
Number

13b. What percent of each person's time is spent handling inquiries about the PEO program?

_____	_____	_____	_____
Person 1 % of time	Person 2 % of time	Person 3 % of time	Person 4 % of time

14. Please indicate the number of inquiries about the program received from parents and students during the 1985-86 school year. Next check the appropriate response indicating whether the number provided is an estimate or a precise count.

____
Number ___ Estimate
___ Precise count

14a. Please indicate the number of inquiries about the program received thus far during Fall, 1986. Next check the appropriate response indicating whether the number provided is an estimate or a precise count.

____
Number ___ Estimate
___ Precise count

15. In your experience across this year and last, what percent of students who inquire about participation in the program actually do participate? (CHECK ONE)

___ Less than 25%
___ Between 25% and 50%
___ More than 50%, but less than 90%
___ 90% or more

16. Below is a list of methods by which information about the program may be disseminated to parents and students. Place a check beside those methods you currently use.

___ Written information sent to all parents
___ Written information sent only to parents who made inquiries
___ Written information provided at school to all students
___ Counselors or student advisors verbally informing all students
___ Special seminar or meeting at school to inform all students
___ Posters placed at on or off campus locations
___ Other method (SPECIFY) ______________________________

____

____

17. In your opinion, is the administrative staff at your high school adequately prepared to administer the PEO program? (CHECK ONE)

___ Yes
___ No

18. In your opinion, are teachers adequately prepared to provide information to students about the PEO program? (CHECK ONE)

___ Yes
___ No

19. In your opinion, are counselors/advisors adequately prepared to administer the PEO program? (CHECK ONE)

___ Yes
___ No

20. In your opinion, is the majority of the teaching staff at your school generally supportive of participating in the PEO program? (CHECK ONE)

___ Very supportive
___ Generally supportive, with certain reservations
___ Generally unsupportive
___ Very unsupportive

21. In your opinion, are the majority of counselors/advisors at your school generally supportive of participating in the PEO program? (CHECK ONE)

___ Very supportive
___ Generally supportive, with certain reservations
___ Generally unsupportive
___ Very unsupportive

22. Below is a list of factors one might consider when deciding whether or not to encourage particular students to participate in the Postsecondary Enrollment Options Program. Place a check beside those factors on which your teachers and/or counselors place most emphasis.

___ Whether the specific course is offered as part of your regular high school curriculum
___ Student's overall grade point average
___ Student's grades in the particular subject(s) the student wants to pursue at the postsecondary institution
___ Whether the student plans to pursue a degree at the postsecondary institution through which the course(s) is being offered
___ Student participation in high school athletic teams
___ Whether or not the student exhibits leadership (either formally, such as holding class office, or informally, such as being "star" football player)
___ How mature the student is
___ Student disciplinary history
___ Student interest in the program
___ Other (SPECIFY)____

____

____

23. Are any efforts made by your school personnel to counsel students specifically about program participation once they are already participating in the program? (CHECK ONE)

___ Yes
___ No

24. Below is a list of factors one might consider when deciding how many credits to award a student for a course taken at a postsecondary institution. Place a check beside each factor you take into account when making this decision.

___ the minimum credit equivalency guidelines (as described by the Minnesota Department of Education)
___ specific institution or type of institution
___ course syllabus
___ total number of class periods
___ length of class periods
___ number of exams and/or papers required
___ number of laboratory sessions required (when applicable)
___ whether or not the student took the course on a "pass/fail" basis
___ Other (SPECIFY)____

____

____

25. How many PEO program students who passed a course during 1985-86 did not earn high school credit at your school for that course?

______ Number (IF ZERO, SKIP TO QUESTION 26, OTHERWISE, CONTINUE WITH QUESTION 25a)

25a. Briefly describe those circumstances under which a student who passes a course did not earn high school credit at your school for that course.

____

____

____

26. Are the grades awarded by the postsecondary institution always included as part of a student's high school grade point average? (CHECK ONE)

___ Yes (SKIP TO QUESTION 27)
___ No (CONTINUE WITH QUESTION 26a)

26a. Briefly describe those circumstances under which the grade awarded a student by a postsecondary institution is not included in the student's high school grade point average ______________________________

____

____

____

____

27. Below is a list of phrases describing the amount of contact between teachers, student counselors or advisors, and administrative staff at your high school and those at the postsecondary institutions at which your students take courses. For each person listed, place a check beside the category that most accurately describes the degree of contact between these individuals in a typical situation.

	No Contact	Prior to Start of Course Only	More Frequently than Just Prior to Start of Course
Teachers	____	____	____
Student counselors/advisors	____	____	____
Administrative staff	____	____	____

28. Below is a list of aspects of high school life that may change as a result of student participation in the PEO program. For each aspect listed, place a check beside either "Increased", "Decreased", or "No Change", whichever is the case at your school.

	Increased	Decreased	No Change
Student involvement in school	____	____	____
Student involvement in academic clubs (e.g., language clubs or debating teams)	____	____	____
Student involvement in extracurricular clubs (e.g., skiing club, hiking club, theatrical club)	____	____	____
Number of courses offered at your school	____	____	____
Types of courses offered at your school	____	____	____
Number of teachers on your staff	____	____	____

	Increased	Decreased	No Change
Number of student counselors on your staff	___	___	___
Role of counselors on your staff	___	___	___
Other (SPECIFY) ____________	___	___	___

____

____

29. Has the offering of this program to your students warranted changes in the scheduling of events or classes at your school? (CHECK ONE)

___ Yes
___ No

30. Is it often the case that a student enrolls in a course at a postsecondary institution (as a participant in the PEO program) and decides not to participate prior to the start of the course? (CHECK ONE)

___ Yes (CONTINUE WITH QUESTION 30a)
___ No (SKIP TO QUESTION 31)

30a. Briefly state the most frequently cited reason for this occurrence.

____

____

____

31. Below is a list of areas in which student participation in the Postsecondary Enrollment Options Program which may have affected your school. For each area listed, place a check beside either "Produced Positive Effect", "Produced Negative Effect", or "Had No Effect".

	Produced Positive Effect	Produced Negative Effect	Had No Effect
Contact with postsecondary institutions	___	___	___
Staff morale	___	___	___
Student academic enthusiasm	___	___	___
Student-teacher relationships	___	___	___

	Produced Positive Effect	Produced Negative Effect	Had No Effect
Grade point average of participants	___	___	___
Staff salaries	___	___	___
Money available to athletic teams	___	___	___
Money available for school clubs (academic and/or extracurricular)	___	___	___
Other (SPECIFY) ___	___	___	___

___

___

32. Below is a list of possible areas in which program improvements could be attempted. Place a check beside each area you think needs improvement.

___ Information dissemination by your school
___ Information dissemination by postsecondary institutions
___ Information dissemination by the Minnesota Department of Education
___ Communication between high school and postsecondary institution
___ Admissions procedures
___ Counseling services at PSI
___ Counseling services at your school
___ Scheduling of courses offered at postsecondary institutions
___ Transportation to courses offered at postsecondary institutions
___ Procedures or rules for credit transfer
___ Procedures or rules for deciding whether to include the grade earned at a postsecondary institution in a students high school grade point average
___ Other (SPECIFY)___

___

___

33. Below is a list of types of students who, in your opinion, may be those towards whom the PEO program is geared. For each type of student, place a check in the appropriate space indicating your perception of whether that student is one the PEO program is "More Likely to Attract", "Less Likely to Attract", or "Neither More nor Less Likely to Attract".

	More Likely to Attract	Less Likely to Attract	Neither More nor Less Likely to Attract
Students with a higher grade point average	______	______	______
Students who study more than others	______	______	______
Students who participate in athletic teams	______	______	______
Students who exhibit leadership (formally, such as holding class office, or informally, such as being "star" football player)	______	______	______
Students who are mature	______	______	______
Students with a particular vocational interest	______	______	______
Students who have difficulties with high school rules and regulations	______	______	______
Other type (SPECIFY) ______	______	______	______

____

____

34. Please briefly state what you think are the most positive aspects of the Postsecondary Enrollment Options Program.

____

____

____

____

____

35. Please briefly state any personal reservations you have about promoting student participation in the Postsecondary Enrollment Options Program.

36. The final set of questions deals with Advanced Placement Courses. We restrict our definition of Advanced Placement courses to those designed by the College Board, and for which the College Board provides final exams.

Does your school currently offer any Advanced Placement Courses?

___ Yes (CONTINUE WITH QUESTION 36a)
___ No (SKIP TO QUESTION 36d)

36a. Below is a list of Advanced Placement Courses designed by the College Board. Place a check beside each course offered by your school.

____ History of Art
____ Studio Art-General Portfolio
____ Studio Art-Drawing

____ General Biology

____ General Chemistry

____ Introduction to Computer Science

____ English Language and Composition
____ English Literature and Composition

____ French Language
____ French Literature

____ German Language

____ American Government and Politics
____ Comparative Government and Politics

____ American History
____ European History

____ Vergil
____ Catullus-Horace

____ Calculus AB
____ Calculus BC

____ Music Theory
____ Music Listening and Literature

____ Physics B
____ Physics C-Mechanics
____ Physics C-Electricity and Magnetism

____ Spanish Language
____ Spanish Literature

36b. What was the first school year that your school offered Advanced Placement courses?

____
School year

36c. Do you have plans to expand the number or type of Advanced Placement courses your school offers? (CHECK ONE)

___ Yes (SKIP TO QUESTION 37)
___ No (SKIP TO QUESTION 37)

36d. Below is a list of possible reasons why your school does not offer Advanced Placement courses. Place a check beside each reason that applies to your school.

___ We are not familiar with College Board Advanced Placement Courses
___ We have heard of College Board Advanced Placement Courses, but have not looked into the process of offering any of them at this school
___ We are philosophically opposed to offering College Board Advanced Placement Courses
___ Too few students would enroll in these courses
___ Teachers are not prepared to teach Advanced Placement courses
___ There is no physical space available for additional courses
___ No parent or student has requested an Advanced Placement Course
___ The PEO program provides students with the opportunity to take more challenging courses
___ Postsecondary Institutions do not award credits for College Board Advanced Placement courses
___ Other (SPECIFY)____

____

____

____

36e. Do you plan to offer Advanced Placement courses in the near future? (CHECK ONE)

___ Yes
___ No

37. Do you think that schools incur extra costs if they offer College Board Advanced Placement courses? (CHECK ONE)

___ Yes
___ No

38. Does your school offer any courses designed as part of the International Bacculaureate Program? (CHECK ONE)

___ Yes
___ No

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THIS SURVEY PROMPTLY.

Minnesota Department of Education
PEO Program
801 Capitol Square - 550 Cedar
St. Paul, MN 55101

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM

SURVEY OF PARTICIPATING POSTSECONDARY INSTITUTIONS

ED-01820-01
DUE: 11 3 86
CODE:

This survey will help the Minnesota Department of Education learn about the experiences of staff and administrators at postsecondary institutions where high school students participate in the Postsecondary Enrollment Options (PEO) Program. This survey is part of a larger evaluation effort that includes surveys of a sample of participating students and their parents and a survey of high schools. Your participation is important to insure that we obtain an accurate picture of how the PEO program is implemented and how students and schools are affected. Please complete this questionnaire and return it in the pre-addressed, stamped envelope no later than November 3, 1986.

The survey should be filled out by the addressee, even though he or she may request assistance from others to answer various questions requiring, for example, counts of certain types of students.

You will note that several questions instruct you to either check only one answer, specify an additional answer not listed, continue to the next question or skip a particular question that will not apply to you. These instructions are always written in CAPITAL LETTERS; please follow them carefully.

1. Below is a list of possible methods postsecondary institutions use to disseminate information about the PEO program. Place a check beside each method you used in school year 1985-86.

___ Representative sent to public high schools to speak with staff or students
___ Specially prepared information sheet or brochure with specific reference to the PEO program sent to public high schools
___ Specially prepared information sheet or brochure with specific reference to the PEO program sent to home of students or parents who inquire
___ General information about your institution sent to public high schools
___ General information about your institution sent to home of students or parents who inquire
___ Placed article or ad in newspaper
___ Placed an ad on radio or TV
___ Posters placed at off campus locations
___ Other (SPECIFY)______________________________

____

____

___ None of the above

2. Does your institution provide any counseling/advising to high school students prior to their participation in the PEO program? (CHECK ONE)

___ Yes (CONTINUE WITH QUESTION 2a)
___ No (SKIP TO QUESTION 3)

2a. Below is list of factors one might consider when deciding whether to encourage particular students to participate in the PEO program. Place a check beside up to three factors on which your counselors/advisors place most emphasis.

___ Student's overall grade point average
___ Student's grades in the particular subject(s) the student wants to pursue at the postsecondary institution
___ Whether the student plans to pursue a degree at the postsecondary institution through which the course(s) is being offered
___ Student participation in high school athletic teams
___ Whether or not the student exhibits leadership (either formally, such as holding class office, or informally, such as being "star" football player)
___ How mature the student is
___ Student disciplinary history
___ Recommendation from high school staff
___ Other (SPECIFY)________________________________

____

____

2b. For school year 1985-86, were any high school students who inquired about courses offered by your institution through the PEO program encouraged not to apply for admission? (CHECK ONE)

__ Yes (CONTINUE WITH QUESTION 2c)
__ No (SKIP TO QUESTION 3)

2c. For school year 1985-86, estimate the percent of all students who inquired about courses offered by your institution through the PEO program, who were encouraged by staff at your institution not to apply for admission.

____
Percent of students
who inquired

2d. Following is a list of possible reasons why high school students who inquired were encouraged not to apply to your institution. Place a check beside each reason for which a student was encouarged not to apply for the 1985-86 school year. Next, rank order the reasons you checked according to their frequency of occurrence. Place a "1" beside the most frequent reason for which you encouraged students not to apply, and a "2" beside the second most frequent reason.

Reasons	Rank Order of Frequency
___ Student's past academic performance wasn't strong enough	___
___ Student lacked necessary maturity	___
___ Student lacked pre-requisite background for desired courses	___
___ Test scores did not meet admission standards	___
___ Course(s) that the student wanted to take did not qualify for the PEO program (either because the course(s) was remedial or because the student had already taken the course(s) in high school)	___
___ High school staff member recommended against admittance	___
___ Student would not have been able to meet high school graduation requirements	___
___ Overlap between high school semester and institution's quarter/semester	___
___ Other (SPECIFY): ___	

3. Does your institution provide counseling/advising to PEO program students after the start of their participation in the program? (CHECK ONE)

___ Yes, for all participating students
___ Yes, for only those students who seek additional counseling
___ No

4. How many high school students applied to take courses through the PEO program at your institution during each semester or quarter of the 1985-86 school year? Fill in the number of students participating for the categories appropriate to the system you use. (IF NONE, ENTER ALL ZEROS AND SKIP TO QUESTION 4b)

Semesters		OR	Quarters	
First Semester	___ Applicants		First Quarter	___ Applicants
Second Semester	___ Applicants		Second Quarter	___ Applicants
			Third Quarter	___ Applicants

___ CHECK HERE IF YOUR INSTITUTION DOES NOT HAVE THIS INFORMATION.

4a. How many of those high school students who applied for admission to the PEO program offered at your institution were refused admission during each semester or quarter of the 1985-86 school year? (IF NONE, ENTER ZERO)

Semesters		OR	Quarters	
First Semester	________ Number		First Quarter	________ Number
Second Semester	________ Number		Second Quarter	________ Number
			Third Quarter	________ Number

___ CHECK HERE IF YOUR INSTITUTION DOES NOT HAVE THIS INFORMATION

4b. How many high school students applied to take courses through the PEO program at your institution during the first semester or quarter of the 1986-87 school year? (IF NONE, ENTER ZERO AND SKIP TO QUESTION 6)

First Semester ________ Number OR First Quarter ________ Number

___ CHECK HERE IF YOUR INSTITUTION DOES NOT HAVE THIS INFORMATION

4c. How many of those students who applied for admission to the PEO program offered at your institution were refused admission during the first semester or quarter of the 1986-87 school year? (IF NONE, ENTER ALL ZEROS AND SKIP TO QUESTION 6)

First Semester ________ Number OR First Quarter ________ Number

___ CHECK HERE IF YOUR INSTITUTION DOES NOT HAVE THIS INFORMATION

5. Following is a list of possible reasons why PEO program students who applied were denied admission to your institution. Place a check beside each reason for which a student has been denied admission during the years your institution has participated in this program. Next, rank order the reasons you checked according to their frequency of occurrence. Place a "1" beside the reason you deny students most frequently, and a "2" beside the second most frequent reason.

Reasons	Rank Order of Frequency
___ Student's past academic performance wasn't strong enough	___
___ Student lacked necessary social maturity	___
___ Student lacked pre-requisite background for desired courses	___
___ Test scores did not meet admission standards	___
___ Course(s) that the student wanted to take did not qualify for the PEO program (either because the course(s) was remedial or because the student had already taken the course(s) in high school)	___
___ High school staff member recommended against admittance	___
___ Student would not have been able to meet high school graduation requirements	___
___ Overlap between high school semester and institution's quarter/semester	___
___ Other (SPECIFY): ________________________________	

6. Briefly describe your admissions policy (including objective requirements such as those for test scores, class rank, etc. as well as subjective requirements such as those evaluated in a personal interview) as it applies to regular new first year students.

____

____

____

____

____

____

____

____

____

6a. Is there a written statement on record of the admission policy used by your institution for these students? (CHECK ONE)

___ Yes
___ No

7. When a potential PEO program high school student applies to take a course offered by your institution, is an eleventh grade high school student subject to the same admission requirements as a twelfth grade high school student? (CHECK ONE)

___ Yes (SKIP TO QUESTION 8)
___ No (CONTINUE WITH QUESTION 7a)

a. Below is a list of areas in which admission requirements for eleventh grade PEO program applicants could differ from those for twelfth grade applicants. For each area listed, place a check beside either "Same Admission Requirements", "Waive Requirement for Eleventh Grade Applicant", or "Different Requirement for Eleventh Grade Applicant."

	Same Admission Requirements	Waive Requirement for Eleventh Grade Applicants	Different Requirement for Eleventh Grade Applicants
Test scores (PSAT, SAT, ACT)	___	___	___
Pre-requisite courses	___	___	___
Class rank	___	___	___
Personal interview	___	___	___
Academic reference	___	___	___
Personal reference	___	___	___
Other (SPECIFY)	___	___	___
___	___	___	___
___			
___			

8. When a twelfth grade PEO participating high school student applies for admission to a course at your institution, is the student subject to the same admission criteria as are regular new first year students? (CHECK ONE)

___ Yes (SKIP TO QUESTION 9)
___ No (CONTINUE WITH QUESTION 8a)

8a. Below is a list of areas in which admission requirements for twelfth grade PEO program applicants may differ from those required of regular new first year applicants. For each area listed, place a check beside either "Same Admission Requirements", "Waive Requirement for PEO Applicants", or "Different Requirement for PEO Applicants."

	Same Admission Requirements	Waive Requirement for PEO Applicants	Different Requirement for PEO Applicants
Test scores (PSAT, SAT, ACT)			
Pre-requisite courses			
Class rank			
Personal interview			
Academic reference			
Personal reference			
Other (SPECIFY)			

____

____

____

9. What was the total number of credits earned by high school students at your institution who participated in the PEO program during the 1985-86 school year?

____
Number

10. How many high school students who enrolled during each semester or quarter of 1985-86 formally withdrew from one or more courses during that semester or quarter? (IF NONE, ENTER ALL ZEROS)

Semesters		OR	Quarters	
First Semester	________ Number		First Quarter	________ Number
Second Semester	________ Number		Second Quarter	________ Number
			Third Quarter	________ Number

___ CHECK HERE IF YOUR INSTITUTION DOES NOT HAVE THIS INFORMATION

11. How many high school students enrolled in courses through the PEO program at your institution during either the first semester or the first quarter of the 1986-87 school year.

First Semester ________ OR First Quarter ________
Number Number

12. Below is a list of possible restrictions a postsecondary institution could place on high school students enrolling through the PEO program. Place a check beside each statement that applies to your current (1986-87) policy.

___ We place a limit on the total number of postsecondary credits each student may be awarded
___ We allow participants to enroll in courses only if we are sure the class would not be filled by regular students
___ We do not allow participants to enroll in some courses in which freshmen can enroll
___ We do not allow participants to join academic clubs (debating team, French club, etc.)
___ We do not allow participants to join fraternities or sororities
___ We do not allow participants to join extracurricular clubs (theatrical, biking, skiing, etc.)
___ We do not allow participants to join our sports teams
___ We do not allow participants to check out library materials
___ Other (SPECIFY)____
____
____

13. Do you accept transfer credits earned by PEO program students who attended another postsecondary institution? (CHECK ONE)

___ Yes, always (CONTINUE WITH QUESTION 13a)
___ Yes, sometimes (CONTINUE WITH QUESTION 13a)
___ No (SKIP TO QUESTION 14)

13a. In accepting transfer credits, do you apply the same criteria to credits earned through PEO participation as you apply to other transfers? (CHECK ONE)

___ Yes
___ No

14. Below is list of Advanced Placement exams which could exempt regular new first year students from certain required or pre-requisite courses or result in credit being awarded by your institution. For each course, place a check beside "Exemption only provided" "Credit only provided", "Both exemption and credit provided", or "Neither credit nor exemption provided."

	Exemption Only Provided	Credit Only Provided	Both Exemption and Credit	Neither Exemption Nor Credit
History of Art				
Studio Art-General Portfolio				
Studio Art-Drawing				
General Biology				
General Chemistry				
Introduction to Computer Science				
English Language and Composition				
English Literature and Composition				
French Language				
French Literature				
German Language				
American Government and Politics				
Comparative Government and Politics				
American History				
European History				
Vergil				
Catullus-Horace				
Calculus AB				
Calculus BC				
Music Theory				
Music Listening and Literature				
Physics B				
Physics C-Mechanics				
Physics C-Electricity and Magnetism				
Spanish Language				
Spanish Literature				

15. Is there a specific person or group of people located on your campus with primary responsibility for administering (managing paper work, performing clerical tasks and providing overall direction for) the PEO program? (CHECK ONE)

___ Yes (CONTINUE WITH QUESTION 15a)
___ No (SKIP TO QUESTION 16)

15a. Indicate below the title (secretary, admissions counselor, academic advisor, etc.) of the person or people with primary responsibility for administering the program, and estimate the percentage of his or her time each person spends administering the program.

(1) ____________________ title ______ % of time

(2) ____________________ title ______ % of time

(3) ____________________ title ______ % of time

(4) ____________________ title ______ % of time

(5) ____________________ title ______ % of time

16. Below is a list of high school personnel with whom individuals at a postsecondary institution may consult (by telephone, mail, or in person) prior to admitting each high school student through the PEO program. For each person listed, place a check under either "Contact Made Always", "Contact Made Sometimes" or "no Contact" depending on your current (1986-87) policy.

	Contact Made Always	Contact Made Sometimes	No Contact
Student's parent(s) or guardian(s)			
Student's academic advisor			
Student's career counselor			
Student's teacher(s)			

17. Below is a list of types of students who, in your opinion, may be those towards whom the PEO program is geared. For each type of student, place a check in the appropriate space indicating your perception of whether that student is one the PEO program is "More Likely to Attract", "Less Likely to Attract", or "Neither More nor Less Likely to Attract".

	More Likely	Less Likely	Neither More or Less Likely
Students with a higher grade point average			
Students who study more than others			
Students who participate in athletic teams			
Students who exhibit leadership (formally, such as holding class office, or informally, such as being "star" football player)			
Students who are mature			
Students with a particular vocational interest			

	More Likely	Less Likely	Neither More or Less Likely
Students who have difficulty conforming to high school rules and regulations	______	______	______

18. Below is a list of ways in which your participation in the PEO program could require a change in the way you normally operate. Place a check beside each statement describing a change your institution experienced as a result of your participation in the PEO program.

___ We began to offer at least one course (or section) at a high school
___ We began to offer at least one course (or section) at another off-campus location(s) convenient to high school students
___ We began to offer at least one course (or section) specifically designed for high school students
___ We had to reschedule at least one of our courses (or sections)
___ We had to increase our teaching staff by at least one person
___ We had to increase our teaching assistant staff by at least one person
___ We had to increase our student advisor or counselor staff by at least one person
___ We had to increase our administrative staff by at least one person

19. Below is a list of tasks associated with program participation which may currently prove problematic for staff and administrators at your institution. Place a check beside either "major problem", "minor problem", or "no problem" for each task.

	Major Problem	Minor Problem	No Problem
Determining student eligibility	______	______	______
Obtaining parental approval	______	______	______
Obtaining required information from students' high schools	______	______	______
Determining which courses to make available to PEO students	______	______	______
Handling student inquiries efficiently	______	______	______
Billing and obtaining reimbursements from the Minnesota State Department of Education	______	______	______
Coordinating class schedules with high school	______	______	______

	Major Problem	Minor Problem	No Problem
Credit transfer to high school	___	___	___
Credit transfer to other post-secondary institutions	___	___	___
Credit transfer to your institution from other postsecondary institutions	___	___	___
Other (SPECIFY)	___	___	___

___

___

___

20. In your opinion, is the administrative staff at your institution adequately prepared to administer the PEO program? (CHECK ONE)

___ Yes
___ No

21. In your opinion, are teachers at your institution adequately prepared to administer the PEO program? (CHECK ONE)

___ Yes
___ No

22. In your opinion, are counselors/advisors adequately prepared to administer the PEO program? (CHECK ONE)
___ Yes
___ No

23. In your opinion, is the majority of the teaching staff at your institution generally supportive of participating in the PEO program? (CHECK ONE)

___ Very supportive
___ Generally supportive, with certain reservations
___ Generally unsupportive
___ Very unsupportive

24. In your opinion, are the majority of counselors/advisors at your institution generally supportive of participating in the PEO program? (CHECK ONE)

___ Very supportive
___ Generally supportive, with certain reservations
___ Generally unsupportive
___ Very unsupportive

25. Below is a list of statements individuals who do not support the PEO program point to as reasons for their non-support. Place a check beside each statement you agree with.

___ High schools are better able to meet the educational needs of 16 to 18 year olds; students should not be encouraged to leave prematurely
___ High schools are better prepared to help 16 to 18 year olds develop socially; students should not be encouraged to leave prematurely
___ Space is too limited to accept additional students
___ The presence of high school students might lower the quality of instruction at our institution
___ The quality of our local high schools might deteriorate if we enrolled some of their students
___ Working relationships with our local high schools might be damaged if we enrolled some of their students.
___ The financial reimbursement is insufficient to cover our costs
___ The procedures mandated by the state are too burdensome.
___ We were unable to organize the administrative procedures necessary to participate
___ Our regularly-enrolled students would object
___ Other (SPECIFY)____
____
____
____
____

26. Which of the following phrases best describes the effects of the PEO program on your institution's relationship with area high schools? (CHECK ONE)

___ very positive effects
___ generally positive effects
___ balance of both positive and negative effects
___ generally negative effects
___ very negative effect
___ no distinguishable effect

27. Below is a list of possible areas in which program improvements could be attempted. Place a check beside each area you think needs improvement.

___ Information dissemination by your institution
___ Information dissemination by high schools
___ Information dissemination by the Minnesota Department of Education
___ Admissions procedures
___ Counseling services at your institution
___ Counseling services at high schools

___ Scheduling of courses offered at postsecondary institutions
___ Other (SPECIFY)____

____

____

28. Does your institution plan to participate in the PEO program during school year 1987-88? (CHECK ONE)

___ Yes
___ No
___ Don't know yet

29. Please briefly state what you think are the most positive aspects of the Postsecondary Enrollment Options Program for your institution.

____

____

____

____

____

30. Please briefly state any personal reservations you have about your institution's participating in the Postsecondary Enrollment Options Program.

____

____

____

____

THANK YOU FOR YOUR PARTICIPATION. PLEASE RETURN THIS SURVEY PROMPTLY.

APPENDIX B: METHODOLOGICAL NOTES

Data Sources

The analyses in this report are based upon data from several sources. These are:

1. Archival data from the Minnesota Department of Education;
2. Survey of student participants;
3. Survey of parents of student participants;
4. Survey of building principals of participating high schools; and
5. Survey of key personnel at participating postsecondary institutions.

All survey instruments are included in Attachment 1 of this report.

Archival Data

Machine readable data routinely stored at the Minnesota Department of Education were used in this data report. These data include information pertaining to local school finance, PSEO participation, and school district demography.

Survey of Student Participants

To elicit information from student participants, a telephone survey was conducted and a disproportionate stratified random sample (without replacement) of students was obtained. The population of student participants was stratified on two dimensions, type of postsecondary institution attended and high school class. Target numbers were developed for each stratum to assure that inferences could be made within categories of these two substantively important variables. The table below provides information on our sampling procedures:

Class	PSI	Target Number	Number in Population	Number in Sample	Sampling Fraction
11	AVTI	50	99	52	.53
11	Com. Col.	50	475	54	.11
11	St. Univ.	50	181	53	.29
11	Univ. of Min.	50	174	54	.31
11	Private	50	68	54	.79
12	AVTI	150	268	146	.55
12	Com. Col.	150	1,334	146	.11
12	St. Univ.	150	458	147	.32
12	Univ. of Min.	150	448	146	.33
12	Private	150	163	116	.71
			3,668	968	.26

Sample weights were determined and all data have been weighted to reflect the actual population distribution in each stratum and also in the whole population.

Since sampling fractions in some strata are quite large and sampling was conducted without replacement, standard errors of statistical estimates are not straightforward. We have omitted the presentation of standard errors in our analyses.

Survey of Parents

A mail survey of the parents of student survey respondents was conducted. Response rates were moderate; 968 surveys were mailed and 56 percent were returned. No adjustments for bias were made.

Sample weights were not obtained for these data. Estimates have not been weighted and the sample is not a probability sample. Readers are cautioned against using sample estimates of population parameters.

Postsecondary Institutions

A mail survey of key personnel at participating postsecondary institutions was conducted. Surveys were sent to all 74 participating institutions. The response rate was 88 percent. No adjustments for nonresponse bias were made.

Non-Participants

Data on students, schools, and districts not participating in the program were not collected. Self-selection of students into the program affects all distributional descriptions of the surveyed population.

PSI Performance

Data describing the grades students received for postsecondary courses were obtained from student surveys. As such, they are sample estimates, hence the number of courses taken and the distribution of grades may not exactly correspond to actual population values.

APPENDIX C: PROGRAMMATIC INFORMATION

POST-SECONDARY ENROLLMENT OPTIONS ACT

123.3514 POST-SECONDARY ENROLLMENT OPTIONS ACT.

Subdivision 1. **Citation.** This section may be cited as the "post-secondary enrollment options act."

Subd. 2. **Purpose.** The purpose of this section is to promote rigorous academic pursuits and to provide a wider variety of options to high school pupils by encouraging and enabling secondary pupils to enroll full time or part time in nonsectarian courses or programs in eligible post-secondary institutions, as defined in subdivision 3.

Subd. 3. **Definitions.** For purposes of this section, an "eligible institution" means a Minnesota public post-secondary institution or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. "Course" means a course or program.

Subd. 4. **Authorization; notification.** Notwithstanding any other law to the contrary, an 11th or 12th grade pupil may apply to an eligible institution, as defined in subdivision 3, to enroll in nonsectarian courses offered at that post-secondary institution. If an institution accepts a secondary pupil for enrollment under this section, the institution shall send written notice to the pupil, the pupil's school district, and the commissioner of education within ten days of acceptance. The notice shall indicate the course and hours of enrollment of that pupil. If the pupil enrolls in a course for post-secondary credit, the institution shall notify the pupil about payment in the customary manner used by the institution.

Subd. 4a. **Counseling.** To the extent possible, the school district shall provide counseling services to pupils and their parents or guardian before the pupils enroll in courses under this section to ensure that the pupils and their parents or guardian are fully aware of the risks and possible consequences of enrolling in post-secondary courses. The district shall provide information on the program including who may enroll, what institutions and courses are eligible for participation, the decision-making process for granting academic credits, financial arrangements for tuition, books and materials, eligibility criteria for transportation aid, available support services, the need to arrange an appropriate schedule, consequences of failing or not completing a course in which the pupil enrolls, the effect of enrolling in this program on the pupil's ability to complete the required high school graduation requirements, and the academic and social responsibilities that must be assumed by the pupils and their parents or guardian. The person providing counseling shall encourage pupils and their parents or guardian to also use available counseling services at the post-secondary institutions before the quarter or semester of enrollment to ensure that anticipated plans are appropriate.

Prior to enrolling in a course, the pupil and the pupil's parents or guardian must sign a form that must be provided by the district and may be obtained from a post-secondary institution stating that they have received the information specified in this subdivision and that they understand the responsibilities that must be assumed in enrolling in this program. The department of education shall, upon request, provide technical assistance to a district in developing appropriate forms and counseling guidelines.

Subd. 4b. **Dissemination of information; notification of intent to enroll.** By March 1 of each year, a school district shall provide general information about the program to all pupils in grades 10 and 11. To assist the district in planning, a pupil shall inform the district by March 30 of each year of the pupil's intent to enroll in post-secondary courses during the following school year. A pupil is not bound by notifying or not notifying the district by March 30.

Subd. 4c. **Limit on participation.** A pupil who first enrolls in grade 11 may not enroll in post-secondary courses under this section for secondary credit for more than the equivalent of two academic years. A pupil who first enrolls in grade 12 may not enroll in post-secondary courses under this section for secondary credit for more than the equivalent of one academic year. If a pupil in grade 11 or 12 first enrolls in a post-secondary course for secondary credit during the school year, the time of participation shall be reduced proportionately.

Subd. 4d. **Enrollment priority.** A post-secondary institution shall give priority to its post-secondary students when enrolling 11th and 12th grade pupils in courses for secondary credit. Once a pupil has been enrolled in a post-secondary course under this section, the pupil shall not be displaced by another student.

Subd. 5. **Credits.** A pupil may enroll in a course under this section for either secondary credit or post-secondary credit. At the time a pupil enrolls in a course, the pupil shall designate whether the course is for secondary or post-secondary credit. A pupil taking several courses may designate some for secondary credit and some for post-secondary credit.

A school district shall grant academic credit to a pupil enrolled in a course for secondary credit if the pupil successfully completes the course. A school district shall also grant academic credit to a pupil enrolled in a course for post-secondary credit if secondary credit is requested by a pupil. If no comparable course is offered by the district, the state board of education shall determine the number of credits that shall be granted to a pupil who successfully completes a course. If a comparable course is offered by the district, the school board shall grant a comparable number of credits to the pupil. If there is a dispute between the district and the pupil regarding the number of credits granted for a particular course, the pupil may appeal the school board's decision to the state board of education. The state board's decision regarding the number of credits shall be final.

The secondary credits granted to a pupil shall be counted toward the graduation requirements and subject area requirements of the school district. Evidence of successful completion of each course and secondary credits granted shall be included in the pupil's secondary school record. Upon the request of a pupil, the pupil's secondary school record shall also include evidence of successful completion and credits granted for a course taken for post-secondary credit. In either case, the record shall indicate that the credits were earned at a post-secondary institution.

If a pupil enrolls in a post-secondary institution after leaving secondary school, the post-secondary institution shall award post-secondary credit for any course successfully completed for secondary credit at that institution. Other post-secondary institutions may award, after a pupil leaves secondary school, post-secondary credit for any courses successfully completed under this section. An institution may not charge a pupil for the award of credit.

Subd. 6. **Financial arrangements.** At the end of each school year, the department of education shall pay the tuition reimbursement amount within 30 days to the post-secondary institutions for courses that were taken for secondary credit. The amount of tuition reimbursement shall equal the lesser of:

(1) the actual costs of tuition, textbooks, materials, and fees directly related to the course or program taken by the secondary pupil; or

(2) an amount equal to the difference between the formula allowance plus the total tier revenue attributable to that pupil and an amount computed by multiplying the formula allowance plus the total tier revenue attributable to that pupil by a ratio. The ratio to be used is the total number of hours that the pupil is enrolled in courses in the secondary school during the regular school year over the total number of secondary instructional hours per pupil in that pupil's resident district.

The amount paid for each pupil shall be subtracted from the foundation aid paid to the pupil's resident district. If the amount to be subtracted is greater than the amount of foundation aid due the district, the excess reduction shall be made from other state aids due to the district. If a pupil is enrolled in a course for post-secondary credit, the school district shall include the pupil in the average daily membership only for the portion of time during which the pupil is enrolled in courses at the secondary school and enrolled in courses at a post-secondary institution for secondary credit.

The department shall not pay any tuition reimbursement or other costs of a course taken for post-secondary credit only.

Subd. 6a. **Grants and financial aid prohibited.** A pupil enrolled in a post-secondary course for secondary credit is not eligible for any state student financial aid under chapter 136A.

Subd. 7. **Fees; textbooks; materials.** A post-secondary institution that receives reimbursement for a pupil under subdivision 6 may not charge that pupil for fees, textbooks, materials, or other necessary costs of the course or program in which the pupil is enrolled if the charge would be prohibited under section 120.74, except for equipment purchased by the pupil that becomes the property of the pupil.

Subd. 8. **Transportation.** A parent or guardian of a pupil enrolled in a course for secondary credit may apply to the pupil's district of residence for reimbursement for transporting the pupil between the secondary school in which the pupil is enrolled and the post-secondary institution that the pupil attends. The state board of education shall establish guidelines for providing state aid to districts to reimburse the parent or guardian for the necessary transportation costs, which shall be based on financial need. The state shall pay aid to the district according to the guidelines established under this subdivision. Chapter 14 does not apply to the guidelines.

Subd. 9. **Exception; intermediate districts.** A secondary pupil who is a resident of a member district of an intermediate district, as defined in section 136C.02, subdivision 7, may not enroll in that intermediate district's vocational program as a post-secondary pupil under this section.

Subd. 10. **Limit; state obligation.** The provisions of subdivisions 6, 7, 8, and 9 shall not apply for any post-secondary courses in which a pupil is enrolled in addition to being enrolled full time in that pupil's district or for any post-secondary course in which a pupil is enrolled for post-secondary credit.

History: *1Sp1985 c 12 art 5 s 1; 1Sp1985 c 16 art 2 s 32; 1986 c 447 s 1-11*

POSTSECONDARY ENROLLMENT OPTIONS ACT GUIDELINES

May 1986

Minnesota Department of Education

Capitol Square 550 Cedar Street Saint Paul, Minnesota 55101

May 1986

Introduction

These guidelines are intended to aid in the successful implementation of the Postsecondary Enrollment Options Act which was passed by the Minnesota Legislature in June 1985. This legislation was included as part of the Omnibus Education Aids Act and was a component of the "Access to Excellence" program which was deliberated during the 1985 legislative session. The Postsecondary Enrollment Options Act was subsequently amended by the Legislature during the 1986 session. These guideline provisions apply beginning with the 1986-87 school year.

Cooperation and communication are key components to the successful implementation of this legislation. Students and their parents will be making important decisions regarding participation in this program. Assistance from both the high school and the postsecondary school will be needed to assure that the decisions made by students and parents will be in their best educational interests.

The development of these guidelines has been a cooperative effort on the part of representatives from the public schools, postsecondary institutions, legislative staff, and state agencies. Their work is sincerely appreciated.

Dr. Ruth E. Randall
Commissioner of Education

AN EQUAL OPPORTUNITY EMPLOYER

TABLE OF CONTENTS

Page

Purpose of the Law 1

I. Student Eligibility 1

II. Postsecondary Institutions/Courses 2

III. Application and Enrollment Process for Students 3

IV. Type of Credit 5

V. Determination of High School Credits 7

VI. Foundation Aid/Tier Revenue Calculations 8

VII. Fees, Textbooks and Materials 12

VIII. Transportation 13

IX. Other 13

GUIDELINES FOR THE IMPLEMENTATION OF THE POSTSECONDARY ENROLLMENT OPTIONS ACT FOR 11TH AND 12TH GRADE STUDENTS

Purpose of the Law

The Postsecondary Enrollment Options Act, enacted in June 1985, as amended by 1986 Laws, enables any 11th or 12th grade public school student to enroll in nonsectarian courses or programs for secondary school credit in eligible postsecondary institutions at no cost to the student. The specific purposes of this Act are to:

1. Promote rigorous educational pursuits; and,
2. Provide a wider variety of options for students.

I. Student Eligibility

A. Students may participate in a postsecondary program under this Act on either a full-time or part-time basis. However, no aid is available under this program for students who attend postsecondary programs in addition to attending high school full-time. For purposes of this Act, a "full-time" student is one who annually attends credit-bearing classes in the high school for all of the available hours of instruction. Thus, a student attending part of the year in study halls, or other noncredit courses is not considered to be "full-time."

B. Only 11th and 12th grade students enrolled in public secondary schools are eligible for this program. (This is not a "shared time" program as defined in Minn. Stat. 124A.034.)

C. A student who first enrolls at the beginning of grade 11 may enroll in postsecondary courses for secondary credit for a period of time not to exceed 4 semesters, 6 quarters, or the equivalent of two academic years. A student who first enrolls at the beginning of grade 12 may enroll in postsecondary courses under this section for secondary credit for a period of time not to exceed 2 semesters, 3 quarters, or the equivalent of one academic year. An 11th or 12th grade student enrolling for the first time in a postsecondary course for secondary credit during the school year shall have his/her participation eligibility reduced proportionately.

Examples

1. An 11th grade student who does not participate in the program during the fall and winter quarters has used up 2 quarters of his/her eligibility and has 4 quarters of eligibility remaining.

2. A 12th grade student who participated during the fall quarter of his/her 11th grade year and did not participate again until the spring quarter of his/her 12th grade year has only that spring quarter of eligibility remaining.

3. A student participates in the program during the fall quarter of his/her 11th grade year and drops out of school for the remainder of the school year. The student decides to return to high school the following fall. This 11th grade student has used up one quarter of eligibility and will have 5 quarters of eligibility remaining.

D. Students who have graduated from high school are not eligible for this program. However, students who are eligible for early graduation will be permitted to participate in this program for the remainder of that regular school year provided that they have not received a diploma prior to the end of the school year. A student is considered to be an early graduate if he/she accumulates the required number of credits for graduation before completing the usual years of secondary school. A student graduating after the normal graduation date cannot be claimed as an early graduate. The intention of this program is not to allow enrollment for an unlimited time. Progress toward graduation is expected.

E. No aid is available under this Act for students who are residents of a member district of Intermediate District 916, 917 or 287 and are enrolled or will be enrolled in that Intermediate District's postsecondary vocational education program. However, aid is available under this program for those students who are residents of those member districts and choose to attend a postsecondary institution other than the intermediate AVTI.

II. Postsecondary Institutions/Courses

A. Eligible institutions are Minnesota public postsecondary institutions or private, residential, two-year or four-year, liberal arts, degree granting colleges or universities located in Minnesota. This includes the University of Minnesota and its branches, state universities, Area Vocational Technical Institutes (AVTIs), community colleges, and private colleges which are two-year or four-year, liberal arts, degree granting, residential institutions.

B. Postsecondary institutions may require students to meet appropriate standards or requirements for entrance into the courses or programs which are normally required of postsecondary students. Such requirements could include prerequisite courses, scores on PSAT, ACT or other regular evaluation procedures to determine competency. Acceptance into a postsecondary school or program is not a guarantee that a student will be enrolled in all requested classes.

C. Priority shall be given to postsecondary students before enrolling 11th and 12th grade pupils in courses for secondary credit. However, once an 11th or 12th grade student has enrolled in a postsecondary course, he/she cannot be displaced by another student for the duration of the course.

D. Students may not "audit" postsecondary classes or programs under the provisions of this act. The student must take the class or program for credit and must meet all of the requirements of the class or program which are required of postsecondary students.

E. Students may enroll in classes or programs at postsecondary institutions even if a comparable class or program is available at the high school.

F. Students enrolled in postsecondary courses for secondary credit are not eligible for state student financial aid under Chapter 136A. Some students enrolled in postsecondary courses for postsecondary credit may be eligible for student financial aid.

G. Students enrolling in postsecondary courses under this Act may only enroll in nonsectarian courses.

III. Application and Enrollment Process for Students

A. District Responsibilities.

In order to assist students and their parents or guardians to make knowledgable decisions regarding participation in this program and to assist districts to plan for the following school year, school districts must provide 1) information and 2) counseling services to students and parents.

1. By March 1 of each year, districts must provide information on the program to 10th and 11th graders. This shall include information on:

   a. Which students are eligible to participate in the program.
   b. Which institutions and courses are eligible for participation.
   c. The decision-making process for granting academic credits.
   d. What the financial arrangements are for tuition, books and materials.
   e. The eligibility criteria for transportation aid.
   f. The support services that are available, such as counseling from both the high school and the postsecondary institutions.
   g. The need to arrange an appropriate schedule.
   h. The consequences of failing or not completing a postsecondary course.
   i. The high school graduation requirements and the effects which participation in this program may have on the completion of these requirements.
   j. The academic and social responsibility that students and their parents or guardians must assume.

Districts may choose one or more of the following methods to inform students and their parents/guardians about the program:

   k. Joint counseling with students.
   l. Group meeting with students and parents/guardians.
   m. Distribution of material to students.
   n. Mailing of material to students' homes.
   o. Announcement(s) in school publications.

To assist districts in providing the above information, the Department of Education has developed a one-page pamphlet containing general information on the program and a booklet entitled "Choosing Wisely, Choosing Well".

2. Districts must also provide counseling services to aid the student and his/her parent or guardian in the decision-making process. These counseling services, to the extent possible, should be structured to:

    a. Inform the student/parents about options available in the high school, in postsecondary schools and about schedules of course offerings.

    b. Aid the student to clarify his/her goals.

    c. Advise the student regarding benefits and risks of participation in a postsecondary program, including the academic, social, emotional, and other facets of participation in the program.

    d. Encourage joint counseling for the student from both the high school and the postsecondary school counseling staff. Postsecondary institutions have named contact persons and assigned advisors to work with these students.

    e. Assist the student to plan his/her schedule and select courses for the entire year.

B. Student Responsibilities.

A student anticipating enrollment in the Postsecondary Enrollment Options Program must 1) inform the school district of his/her intent to participate, 2) apply at the postsecondary institution, and 3) sign a statement indicating that he/she and his/her parent/guardian have received information about the program. This statement is located in Part 1 of the Notice of Student Registration Form.

1. A student anticipating participation in the program must inform the district by March 30 of his/her intent to enroll in postsecondary courses during the following school year. The law requires students to inform the district of their intent by March 30; however, districts are reminded that this does not prevent a student from participating if he/she did not notify them by March 30. Furthermore, a student may decide not to participate after notifying the district of his/her intent to participate. In other words, a student is not bound by the fact that he/she notified or did not notify the district.

2. The Minnesota Department of Education will provide a standard Notice of Student Registration form (ED-01763) to postsecondary institutions and public schools. All students will need to complete this form in addition to information which may be required by the postsecondary institution or the public school.

3. The signature(s) of the student and parent/guardian are required prior to enrolling in a course. These signatures indicate that

the student and parent/guardian received information regarding the program, are aware that counseling is available and are aware of their responsibilities when participating in the program. If the student is 18 or older, only student's signature is required. (See Part 1 of Appendix 1 for assurance and signatures.)

C. Students must complete and submit the usual application materials, as required by the postsecondary institution, within the timelines set by the postsecondary institution. The postsecondary institution will review the application and determine whether or not to accept the student. If the student is accepted, the postsecondary institution will send a copy of the signed Notice of Student Registration form to the student, the school district, and the Commissioner within ten days of acceptance. This notice will include the course or program in which the student is accepted and hours of enrollment of that student. Students should send their high school counselor or principal a copy of their course schedule as soon as possible after registration. Should it become necessary to alter the schedule and courses previously planned with the high school counselor, students should immediately notify him/her of these changes. This will assist in avoiding possible problems with respect to graduation requirements.

D. After registration, if a student decides to withdraw from school or drop a course for which he/she registered at the postsecondary institution, the following steps should be completed as soon as possible:

1. The student must immediately file the necessary forms that the postsecondary institution requires for withdrawal.

2. The postsecondary institution should inform the high school as soon as possible of these changes.

IV. Type of Credit

A. At the time a student enrolls in postsecondary courses, he/she must indicate in the Notice of Student Registration form whether the course is being taken for secondary or postsecondary credit. A student may take several courses, designating some for secondary credit and some for postsecondary credit.

B. If a student chooses to take a course for postsecondary credit, the student is responsible for tuition and all other costs of the course. The postsecondary institution shall notify the student about payment in the customary manner. Students may also request secondary credit from the high school for postsecondary courses sucessfully completed. Districts shall grant the student high school credit in the same manner as courses taken for secondary credit, if secondary credit is requested by the student.

C. If a student chooses to take a postsecondary course for secondary credit only, the student does not have to pay for the course. A school district shall grant secondary credit to the student enrolled in a postsecondary course for secondary credit if the pupil successfully completes the course, and shall count those credits toward the graduation requirements and subject area requirements of the school district. The student's secondary records shall indicate successful completion of each course and the number of secondary credits granted. A student may also request that his/her secondary school records indicate successful completion of the number of credits granted for courses taken for postsecondary credit. In either case, the records shall indicate that the credits were earned at a postsecondary institution.

D. After leaving high school, a student enrolling at a postsecondary institution where he/she took the courses shall be awarded postsecondary credit by that institution for courses successfully completed for secondary credit. Other postsecondary institutions may, consistent with credit transfer policies, award postsecondary credit for any courses taken under this program. In either case, a postsecondary institution may not charge a pupil for the award of credit.

Type of Credit	**Expense of Course, Fees, Textbooks, Etc.**	**Granting of High School Credits**	**Average Daily Membership**	**Postsecondary Credit**
Courses taken for secondary credit only	No cost to student, paid through foundation aid generated by student.	High school determines the amount of academic credit student receives.	Student counted as full-time student regardless of amount of time spent at the high school.	• Automatic credit if student enrolls at institution where courses were taken. • Other institutions may award credit.
Courses taken for postsecondary credit only	Student pays for the course, fees, textbooks, etc.	Student may also request secondary credit from the district. District shall grant the credits.	Student counted for only the time spent at the high school.	• Automatic credit is awarded since course was taken for postsecondary credit and paid for by the student.
Some courses taken for secondary and some for postsecondary credit	Consistent with explanation above.	Consistent with explanation above.	Student counted for hours in high school credit bearing courses and postsecondary courses taken for secondary credit. Time student spends in courses taken for postsecondary credit will not be counted for average daily membership.	Consistent with explanation above.

V. Determination of High School Credits

A. The responsibility for granting high school credit for courses successfully completed remains with the high school. If a comparable course or program is offered by the district, an equivalent number of credits will be granted. It is recommended that the district inform the student of the high school credits to be granted prior to the commencement of the course. If there is a dispute between the district and the student regarding the credits to be granted, the student may appeal the School Board's decision to the State Board of Education. The State Board of Education's decision shall be final. The State Board of Education has issued guidelines for use in credit disputes. In summary, the State Board's policy for considering appeals with respect to comparable courses is that all college courses are, by their very nature, more rigorous than secondary courses. (See Appendix 2)

B. A postsecondary credit-bearing course is one for which the particular institution grants credit toward an educational certificate or degree.

C. The following guide may be used by districts when calculating comparable course credits: This guide represents the minimum number of credits which may be granted. Districts may award more credit if the course the student is taking includes requirements greater than those of the high school course.

Credit Equivalency

1. Postsecondary credits from an AVTI may be equated to high school credits on a 1-to-1 basis. Rationale: Postsecondary AVTI credits are determined by classroom instruction and guided laboratory experiences similar to a high school instructional methodology.

2. Postsecondary college credits may be translated into high school credits using the following equation:

College Quarter Hour Credit	Full Year High School Credit	College Semester Hour Credit
9	1	6
3	1/3	2

Rationale: A normal full-time high school class load required to make normal progress toward graduation is 5 credits per year. A normal full-time college class load required to make normal progress toward graduation is 45 quarter-hours on 30 semester hours per year.

D. If the district does not offer a course which is comparable to the postsecondary course, the district shall notify the State Board of Education which shall determine the number of credits to be granted. The district should notify the State Board prior to the commencement of the course or as soon as possible.

E. The credits granted to a student shall be counted toward the graduation requirements and subject area requirements of the school district. Evidence of successful completion of each course or program and credits granted shall be included in the student's secondary school record. Students must provide the high school with a copy of their final grades.

F. The postsecondary institution will count the course credits earned on the same basis as if the student were a postsecondary student.

VI. Foundation Aid/Tier Revenue Calculations

Courses taken for postsecondary credit cannot be charged against this program. The postsecondary institution shall notify the student about payment in the customary manner.

A. Coursework Eligible for Payment

A course, or program, taken at a postsecondary institution under this Act must meet all of the following conditions to be eligible for consideration of payment under this Act. Summer session courses are not eligible. Also AVTI programs or portions of programs offered during the summer are not eligible.

1. Must be nonsectarian in content.

2. Must be taken for secondary credit only.

3. Must be one that would count toward an educational certification or degree granted by that institution if taken for postsecondary credit.

B. Determining Payments to Postsecondary Institutions

Payments to postsecondary institutions shall be made by the 30th of July each year and shall be made in an amount equal to the LESSER of:

1. The total actual costs of tuition, textbooks, materials, and fees directly related to the course or program taken by the student for secondary credit, as billed by the postsecondary institution; or

2. Foundation aid not guaranteed to the district which is available for postsecondary courses as determined by the formula

$$\text{Foundation aid not guaranteed to district} = \left(\frac{A - B}{C}\right) \times D \text{ where--}$$

A = Annual hours of student membership in district,
B = Annual hours student enrolled in high school courses,
C = Annual hours of district instruction available to a full-time student, and
D = Formula allowance plus total district tier revenue attributed to a full-time secondary student.

(Note: Hours enrolled in high school courses excludes study hall and time spent traveling between institutions.)

Formula variables B, C, and D are readily available from records maintained by the district or by the Department. The determination of variable A depends on whether the student elects to take the postsecondary courses for secondary or postsecondary credit. (See section C)

The amount paid to a postsecondary institution for each student shall be subtracted from the foundation aid paid to that student's resident district. If such amount is greater than the foundation aid due the district, the excess will be subtracted from other state aids due the district. These adjustments will be reflected in the final payments scheduled in October each year.

If the student attends more than one postsecondary institution and the total charge exceeds the maximum limit available for payment, the payments to each postsecondary institution will be prorated accordingly.

C. Determining Student Daily Membership

Existing procedures for determining student daily membership continue with modification for students participating in this program.

1. Students enrolled in postsecondary courses for secondary credit only, are to be considered in full-time membership during the period of time they are enrolled in this program.

2. Students enrolled in any postsecondary courses for postsecondary credit are counted only for the time spent at the high school.

3. If a student enrolls in postsecondary courses choosing some for secondary and some for postsecondary credit, that student may be counted in daily membership only for courses taken for secondary credit at both the high school and the postsecondary institution.

4. The 15-day drop rule shall not apply during the time when a student is enrolled in postsecondary courses for secondary credit and not enrolled in any high school credit-bearing courses. A student who does not re-enroll at the postsecondary institution and does not return to the high school should be dropped from the district membership as of the end of the last term the student was enrolled at the postsecondary institution.

D. **EXAMPLES**

The following information pertains to all the following examples.

The high school day consists of 6 periods. Each period is 60 minutes long.

There are 175 days per year or 1,050 hours of available instruction (350 hours per quarter).

College courses meet 1 hour per day, 3 days per week during a 10 week quarter (30 hours per quarter).

1. The student is enrolled in two courses and one study hall at the high school and in two postsecondary courses for secondary credit. This schedule is maintained for all three quarters--this student is considered in full membership each high school day for the year. The actual cost of tuition, textbooks, materials, and fees for the postsecondary courses, as billed by the postsecondary institution, is $750.

   a. Variable A = 1,050
   (6 periods/day x 1 hour/period x 175 = 1,050 hours/year)

   Variable B = 350
   (2 periods/day x 1 hour/period x 175 = 350 hours/year)

   Variable C = 1,050
   (6 hours/day x 175 = 1,050 hours/year)

   Variable D = $3,000
   ($1,585 + $557.85) x 1.4 weighting factor = $3,000

   Formula Allowance plus Total Tier Revenue (Full-Time Student)

   b. $\left(\frac{A - B}{C}\right) \times D$ = remaining foundation aid not guaranteed to the district which is available for postsecondary course work.

   $$\left(\frac{1{,}050 - 350}{1{,}050}\right) \times \$3{,}000 = \$2{,}000$$

   c. The amount paid to the postsecondary institution will be the lesser of the actual cost of the tuition, fees, textbooks, and materials or the foundation aid available after the district has received its guaranteed amount.

Foundation aid not guaranteed to district	= $2,000
Actual cost of postsecondary courses	= $ 750
Amount paid to postsecondary	= $ 750
Amount remaining with district	= $2,250

2. The student is enrolled in two courses and one study hall in high school for three quarters and for two postsecondary courses for secondary credit for two full semesters. The period of time between the semesters is more than 15 days--this student is considered in full membership each high school day for the year. The cost of the postsecondary courses is $2,400.

   a. A = 1,050 hours C = 1,050 hours
   B = 350 hours D = $3,000

   b. Using the formula, to determine the amount of foundation aid available for postsecondary courses after the district has been guaranteed its amount, the postsecondary institution will be paid the lesser of the actual cost of the courses, or the amount not guaranteed to the district.

c. Foundation aid not guaranteed to district = $2,000
Actual cost of courses = $2,400
Amount paid to postsecondary = $2,000
Amount remaining with district = $1,000

3. The student is enrolled in two courses and one study hall in high school and in two postsecondary courses each quarter. However, in the third quarter one of the postsecondary courses is taken for postsecondary credit--this student is considered in full membership only for the first two quarters (700 hours). In the third quarter the student may be included in membership only for the time enrolled that quarter in high school courses, 116 hours (2 hours/day for 58 days) plus the time enrolled in postsecondary classes for secondary credit, 30 hours (1 class at 3 hours/week for 10 weeks) or an annual total of 846 hours. The cost of the postsecondary courses is $625.

a. A = 846 hours C = 1,050 hours
B = 350 hours D = $3,000

b. Foundation aid not guaranteed to district = $1,417
Actual cost of courses = $ 625
Amount paid to postsecondary = $ 625
Amount remaining with district = $1,792

4. The student is enrolled in six courses at the high school during first semester and in five courses and one study hall during second semester. The student also enrolls in one college class for secondary credit for the first and second quarters at the college (2 evening courses). He does not enroll at the college during the third quarter--this student is considered in full membership all year. Although the student is in high school courses for the full day during the first semester, on an annual basis he/she is still eligible to participate. The cost of the postsecondary courses is $240.

a. A = 1,050 hours C = 1,050 hours
B = 962.5 hours D = $3,000

b. Foundation aid not guaranteed to district = $ 250
Actual cost of courses = $ 240
Amount paid to postsecondary = $ 240
Amount remaining with district = $2,760

5. The student is enrolled in six courses at the high school all year long. The student also enrolls in a late afternoon course at the postsecondary institution for secondary credit for one quarter. The student is already in full membership for the year at the high school. Therefore, this student is not eligible to participate in the program, and would be responsible for all postsecondary costs incurred. The cost of the postsecondary course is $125.

a. A = 1,050 hours C = 1,050 hours
B = 1,050 hours D = $3,000

b. Foundation aid not guaranteed to district = $ -0-
Actual cost of courses = $ 125
Amount paid to postsecondary = $ -0-
Amount remaining with district = $3,000

6. The student is enrolled in the program but not enrolled in any courses at the high school. All courses at the postsecondary institution are taken for secondary credit. The student is in full membership and the payment to the postsecondary is equal to the billed costs up to a limit equal to the full foundation entitlement. The student could be enrolled in as many courses as the postsecondary institution allows. The cost of the postsecondary courses is $2,400.

a. A = 1,050 hours C = 1,050 hours
B = 0 hours D = $3,000

b. Foundation aid not guaranteed to district = $3,000
Actual cost of courses = $2,400
Amount paid to postsecondary = $2,400
Amount remaining with district = $ 600

VII. Fees, Textbooks and Materials

A. The costs of fees, textbooks and materials must be provided at no cost only for courses which are taken for secondary credit. Students must pay all fees, textbooks and materials for courses taken for postsecondary credit.

B. Postsecondary institutions receiving reimbursement under this Act may not charge students for tuition, fees, textbooks, materials, or other necessary costs of the course or program in which the student is enrolled if such costs would be prohibited under Minn. Stat. 120.74 (Pupil Fee Law). The student may be required to pay the cost of equipment purchased by the student which becomes the property of the student, i.e., tools, calculators, microcomputers, etc.

C. The postsecondary institution will provide the students enrolled in courses for secondary credit with all required books and materials. The postsecondary institution may either provide students with their books and materials or may issue the student a voucher for this purpose. Students may not be required to purchase their books and materials and apply for reimbursement. Following completion of the course or program, the books and materials became the property of the public school. Students may purchase the books if they wish to keep them following completion of the course.

D. Student costs which the postsecondary institution may legitimately charge against this program and include for reimbursement are:

1. Tuition
2. Instructional fees which are normally required of students who enroll in the course or program.

3. Required textbooks and workbooks.
4. Materials and supplies required of students to participate in the course or program.
5. Required field trips and admission fees for activities which are a part of the course or program.

Tools, materials, and resultant products which become the property of the student may not be charged to this program but may be charged to the student.

VIII. Transportation

A parent or guardian of a student enrolling in postsecondary institution courses for secondary credit under this program may apply to the student's district of residence for reimbursement for transportation cost between the secondary school in which the pupil is enrolled and the postsecondary institution that the student attends. The State Board of Education has established guidelines, based on financial need, for providing state aid to districts to reimburse the parent or guardian for the necessary transportation costs (see Appendix 3).

IX. Other

A. Initial responsibility for the student day remains with the high school. School officials and the student need to determine reasonable time allowances to permit a successful postsecondary experience.

B. Nothing in this Act is intended to affect a student's eligibility for participating in secondary or postsecondary extra/co-curricular activities. Participation in such activities will need to be determined by the current governance structure.

C. Except for instructors at AVTIs, the instructors of the postsecondary courses or programs are not required to be licensed by the State Board of Teaching, the Department of Education or the State Board of Vocational Education.

Minnesota Department of Education	Education Aids & Levies Section 971 Capitol Square - 550 Cedar St. Paul, MN 55101	POSTSECONDARY ENROLLMENT OPTIONS PROGRAM NOTICE OF STUDENT REGISTRATION	ED-01763-[illegible]

IMPORTANT: READ INSTRUCTIONS ON REVERSE SIDE BEFORE COMPLETION

① TO BE COMPLETED BY THE STUDENT

Student Name (Last, First, M.I.)	Address		Date of Birth
City	Zip Code	Telephone (Include Area Code)	Social Security Number
Parent / Guardian Name	Address / City (if different than above)		

PROPOSED SCHEDULE OF POSTSECONDARY CLASSES

PROGRAM / COURSE TITLE	COURSE NUMBER	CREDITS		CLASS TIMES	COURSE TAKEN FOR CREDIT FOR	
		QTR	SEM		H. SCH	P-SEC

Name of College/Vocational School of proposed attendance:

Do you plan to attend more than one college/vocational school this term?

☐ YES ☐ NO

If "YES", which college(s) or vocational school(s)?

M.S. 123.3514 requires that students and parents/guardians sign a statement indicating that they have received information about the program, are aware that counseling services are available and are aware of their responsibilities regarding participating in the program. We have received the information required under M.S. 123.3514 and are aware that the above student is enrolling in postsecondary courses.

Signature - Parent / Guardian (if student under 18) ______ Signature - Student ______ Date ______

② TO BE COMPLETED BY THE SECONDARY SCHOOL

Name of School District of Attendance	District Number	Name of Secondary School	Student Grade Level ☐ 11 ☐ 12
Secondary School Contact Person	Title		Telephone (Include Area Code)
Name of District of Student Residence (if other than above)			District Number

Total WEEKLY clock hours (excluding lunch periods) that the student's secondary school is in session: ______ Clock Hours

Total WEEKLY clock hours (excluding study halls) that the above student will be enrolled in secondary courses for credit: ______ Clock Hours

SECONDARY SCHOOL VERIFICATION

I verify that the information in this section is accurate and applicable to the student identified in Section 1 above.

Signature ______ Title ______ Date ______

③ TO BE COMPLETED BY THE POSTSECONDARY INSTITUTION

Name of Postsecondary Institution	City	Term of Planned Postsecondary Attendance ☐ QTR 1 ☐ QTR 2 ☐ QTR 3 ☐ SEM 1 ☐ SEM 2
Postsecondary Institution Contact Person	Title	Telephone (Include Area Code)

ACTUAL SCHEDULE OF POSTSECONDARY CLASSES

PROGRAM / COURSE TITLE	COURSE NUMBER	CREDITS		WEEK DAYS OF CLASS	CLASS TIMES	COURSE TAKEN FOR CREDIT FOR	
		QTR	SEM			H. SCH	P-SEC
●							
●							
●							
●							
●							

ESTIMATED COSTS

TUITION $

FEES $

TEXTS $

MATERIALS $

POSTSECONDARY REGISTRATION VERIFICATION

Signature ______

Date ______

④ TO BE COMPLETED BY THE SECONDARY SCHOOL

SECONDARY REQUIREMENTS TO BE MET	SECONDARY CREDITS ALLOWABLE
●	
●	
●	
●	
●	

SECONDARY SCHOOL CREDITS STATEMENT

I certify that I have reviewed and evaluated the postsecondary courses to be taken by the above student for secondary credits. Upon successful completion of these postsecondary courses, the adjacent requirements will be met, and secondary credits will be awarded.

Signature ______

Title ______ Date ______

MINNESOTA DEPARTMENT OF EDUCATION USE ONLY

INSTRUCTIONS FOR COMPLETION

"POSTSECONDARY ENROLLMENT OPTIONS PROGRAM
NOTICE OF STUDENT REGISTRATION"

(ED-01763-02)

PART ①
[STUDENT]

Students and their parents/guardians must complete all the information in Part 1 of this form. This form must be completed for each quarter/semester of participation. The signatures of the student as well as that of his/her parent/guardian, if the student is under the age of 18, are required prior to enrolling in any course. The signatures are required in order to assure that the parents/guardians and students are aware of their responsibilities regarding this program, that counseling services are available, and that the following information was received:

- Which students, postsecondary institutions and courses are eligible for participation in the program;
- The decision-making process for granting academic credits;
- The financial arrangements for tuition, books and materials;
- The eligibility criteria for transportation aid;
- The support services that are available;
- The need to arrange an appropriate schedule;
- The consequences of failing or not completing a postsecondary course;
- The high school graduation requirements and the effects which participation in this program may have on the completion of these requirements;
- The academic and social responsibilities that students and their parents or guardians must assume.

NOTE: Although you are not required to provide your social security number, failure to do so may lead to student misidentification, resulting in improper processing of program information and/or delay in payment of fees.

PART ②
[SECONDARY SCHOOL]

This part is to be completed by the high school, and MUST be completed before being submitted to the postsecondary institution. All the information requested should be provided. The signature of the secondary school official serves as verification to the postsecondary institution of the student's enrollment status in a public secondary institution.

PART ③
[POSTSECONDARY]

This part is to be completed by the postsecondary institution for postsecondary courses for which the student has been accepted and has registered. If the student has enrolled in more than five courses, please use two forms. Within TEN days of registration, the postsecondary institution MUST send a copy of this form to the student, the secondary school and the Education Aids and Levies Section of the Minnesota Department of Education (address provided on the front of this form).

PART ④
[SECONDARY SCHOOL]

Upon receiving a copy of this form, the secondary school shall evaluate and determine the number of high school credits the student will receive for courses successfully completed which were taken for secondary credit, or for courses taken for postsecondary credit if the student requests secondary credit. For each of these courses the secondary school must:

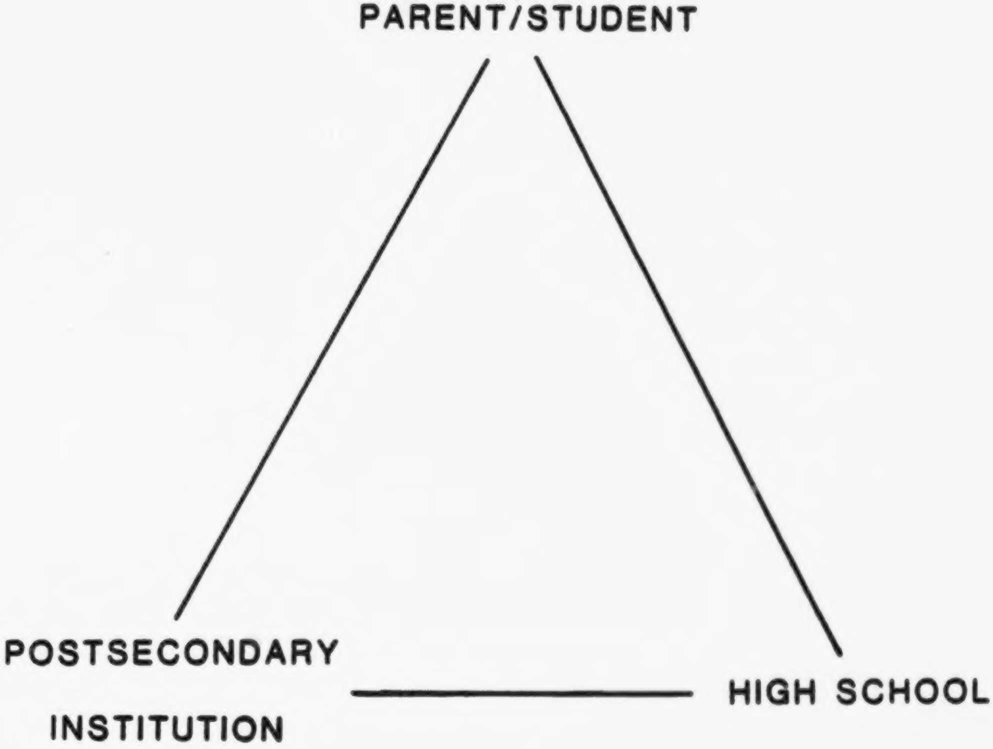
a. determine the number of secondary credits the student will receive;
b. indicate which graduation requirement will be met by the course; and
c. provide the student with a copy of this form advising him/her of the credits assigned.

[SECONDARY CREDITS]

Credits for courses are to be listed in the same sequence as they are listed in Part 3. If the student has questions regarding the secondary credits assigned, he/she should contact the person who signed Part 4 of this form to discuss the matter. If agreement is not reached, the student may file an appeal with the State Board of Education, Room 705, 550 Cedar Street, St. Paul, Minnesota, 55101.

CHOOSING WISELY

CHOOSING WELL



PARENT/STUDENT

POSTSECONDARY
INSTITUTION

HIGH SCHOOL

PARENT/STUDENT INFORMATION

POSTSECONDARY ENROLLMENT OPTIONS PROGRAM

CHOOSING WISELY - CHOOSING WELL

INTRODUCTION

If you are an 11th or 12th grade public school student, the Postsecondary Enrollment Options Act provides you with an opportunity to take classes at eligible postsecondary institutions. These institutions include community colleges, vocational technical institutes, state universities, the University of Minnesota and its branches, and some private colleges and universities.

The purpose of the program is to promote rigorous academic pursuits and to provide a wider variety of options to high school students.

You and your parents may have several questions about this program. This guide can help answer some of them. For more help in deciding whether this opportunity is right for you, check with your guidance counselor or principal.

ADVANTAGES OF THE PROGRAM

The program could benefit you in several ways.

- You have the opportunity to take courses that may not be offered by your high school.
- You have a chance to see what postsecondary education is all about.
- You can take classes which academically challenge you or which cover areas of particular interest to you.
- You and your parents can use this opportunity to become involved with your high school in your education and career planning.
- You can earn high school credits for postsecondary courses with the opportunity of receiving postsecondary credit after leaving high school.

HOW THE PROGRAM WORKS

1. You can enroll in postsecondary, nonsectarian courses under this program if you are a Minnesota 11th or 12th grade student enrolled in a public school. If you are an 11th grader you can enroll for 6 quarters, 4 semesters, or the equivalent of 2 academic years. If you are a 12th grader you can enroll for 3 quarters, 2 semesters, or the equivalent of 1 academic year. If you enroll in the middle of your 11th or 12th grade year, your eligibility will be prorated.
2. By March 1, your high school will provide you and your parents with general information about the program.
3. You and your parents should ask the high school for counseling assistance.

4. By March 30, you need to notify your high school if you intend to participate in the program in the following school year. If, for some reason, you change your decision about participating or not participating after March 30, you should notify your district immediately.

5. Before you enroll in any courses, you and your parents must sign a statement indicating that you received information about the program and are aware of your responsibilities regarding the program. If you are 18 or older, only your signature will be required.

6. You must be admitted by an eligible postsecondary institution. The postsecondary institution you want to attend may have special entrance requirements you must meet before you can take courses there.

7. You will have to decide whether to take a course for secondary or postsecondary credit. If you take more than one course, you can take some for secondary and some for postsecondary credit.

8. Your high school determines the number of high school credits you receive for postsecondary courses taken for secondary credit. If you disagree with the decision, you may appeal to the State Board of Education.

9. If you choose to take the course for postsecondary credit or you choose to take courses during the summer, you will have to pay for the cost of tuition, textbooks, materials and fees. You can request your high school to award you secondary credit for these courses.

10. If you choose to take the course for secondary credit, the cost of tuition, textbooks, materials, and fees will be paid for you. You may need to pay for equipment which you keep such as tools or calculators. After you leave your high school, you will receive postsecondary credit if you enroll in the institution where you took the courses. If you decide to enroll in another postsecondary institution, you may request the institution to review your records to determine if postsecondary credits will be awarded.

11. You can attend a postsecondary institution either full-time or part-time.

12. If you are eligible to graduate from high school early, you still can participate in this program for the rest of your senior year. An early graduate is a student who has completed the graduation requirements before the normal period of time.

13. You can apply to your local school district to be reimbursed for transportation expenses you incur under the program if you take postsecondary courses for secondary credit. The State Board of Education has established guidelines, based on financial need, to determine eligibility. No funds are available for room and board.

14. You are not eligible for state student financial aid if you choose to take courses for secondary credit.

DECIDING TO PARTICIPATE

Before you decide to participate in the program, you and your parents should consider these points:

Future Plans. If you plan well, this program can assist you in making future education and career decisions and in exploring postsecondary education opportunities.

High School Graduation. Even if you participate in this program, you still must meet your high school graduation requirements in order to earn a high school diploma. Review the requirements and your standing with your high school counselor or principal. Make sure that the number and types of courses you take will meet local graduation requirements. You should keep in mind that the grades you earn in postsecondary courses may affect your grade point average, and may affect your eligibility to graduate.

Scheduling. Participating in this program on a part-time basis means that you must schedule classes at your high school and at a postsecondary institution. Yearly schedules and vacation times usually are different between the two. Sometimes it may be difficult or impossible to take the courses you want at both schools because of scheduling conflicts.

College-level work. You may find college-level classes to be more accelerated and academically challenging than high school courses. You need to be able to work without supervision and have self-discipline both academically and socially. Be sure you are ready for these responsibilities.

Transportation. If you attend classes at both a high school and postsecondary institution, you need to think about transportation between the two schools. Be sure you can make arrangements to get to classes on time.

Extracurricular Activities. If you take part in this program, you will not be in your high school full-time. You might miss out on participating in some high school activities as a result of your enrollment in postsecondary courses.

STEPS TO FOLLOW

If you are interested in participating in the program, you will want to talk to your parents, your high school counselor, and a representative of the postsecondary institution you plan to attend. Do this as far in advance of your possible postsecondary enrollment as possible. Remember you need to notify your district of your intent to participate by March 30 if you plan to enroll next year. Follow this process each quarter or semester:

1. Discuss your plans with your parents.

2. Meet with your high school guidance counselor to discuss the program and how it might fit with your educational and personal goals. If you decide to participate, you and your parents or guardian must sign a statement indicating that you have received information on the program and are aware of your responsibilities. This statement is

found in Part 1 of the Notice of Student Registration form, which is available either from the high school or the postsecondary institution. Once you have completed Part 1 of this form, you need to obtain an official, current high school transcript. (This is a photocopy of your grades stamped by your high school.) Failure to provide all the information and signatures required in Part 1 may delay your registration at the postsecondary institution. Part 2 of this form is to be completed by your high school counselor or principal.

3. Meet with the admissions staff of the postsecondary institution you want to attend. Take the Notice of Student Registration form and your transcript with you to this meeting. If the attached counselor/student guide form was completed, include it because this information will help the postsecondary institution.

4. Complete the necessary postsecondary admission and registration forms. If you are admitted, the postsecondary institution will complete Part 3 of the Notice of Student Registration form. Within 10 days after registration, the postsecondary institution will send a copy of this form to you, your high school, and the Minnesota Department of Education. Be sure to contact your counselor if you made course changes from your original plan when you registered.

5. Verify the number of high school credits you will receive from postsecondary courses by having your high school complete Part 4 of the Notice of Student Registration Form.

6. It is also your responsibility to provide the high school with a copy of the grades you earned at the postsecondary institution once your courses are completed. Failure to do so will result in incomplete records at your high school which may mean you will not receive credit.

7. If you took a course for secondary credit, you must return the textbooks to the district or arrange to purchase them from the district.

WITHDRAWAL

If you decide you will no longer participate in the program before the term has ended, you must file withdrawal forms with the postsecondary institution and meet with your high school counselor to develop a new course schedule. Failure to file the necessary forms may result in a failing grade.

CONCLUSION

This guide should have helped answer some of your questions about the Postsecondary Enrollment Options Act. Think carefully about the advantages the program gives you and your decision to participate. Talk it over with your parents. If you have more questions, see your guidance counselor or principal.

ans' signature is required before you can enroll in any postsecondary course.

4. Meet with the admissions staff from the postsecondary institution. Additional forms and information may be required by the postsecondary institution. The postsecondary institution determines whether or not you are accepted.

SHOULD I ATTEND?

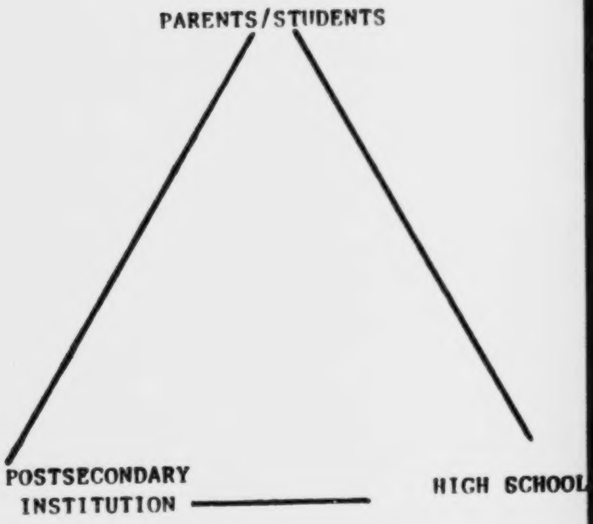
Deciding whether to apply for enrollment in postsecondary courses is an important decision. Start by planning early.

This brochure is intended to provide you with general information about the Postsecondary Enrollment Options Program. Your decision about participation should not be based on this document alone. Additional information and counseling are necessary to assure that you are making the best choice for you and your educational future. For further information regarding this program, ask your counselor for a copy of the booklet entitled "Choosing Wisely - Choosing Well" or contact:

Minnesota Department of Education
Postsecondary Enrollment
Options Act
550 Cedar Street
St. Paul, MN 55101
(612) 296-4900

JM:kjyPSE19-1
05/16/86

Postsecondary Enrollment Options Act



General Information for Parents and Students

Minnesota Department of Education

WHAT IS IT?

The Postsecondary Enrollment Options Act was signed into law as part of the 1985 Omnibus Education Aids Bill. It allows high school students to attend a college or AVTI, either full- or part-time, at no cost to the student.

THE PURPOSE:

The Act has a dual purpose: 1) to promote rigorous educational pursuits; 2) to provide a wide variety of options for students.

WHO IS ELIGIBLE?

Any 11th or 12th grade public school student may enroll either full- or part-time in non-sectarian courses or programs at an eligible postsecondary institution.

WHICH INSTITUTIONS ARE ELIGIBLE?

Eligible institutions include the University of Minnesota and its branches, state universities, community colleges, AVTIs, or a Minnesota two- or four-year liberal arts residential degree-granting private school.

HOW MANY CLASSES CAN I TAKE?

You may apply to enroll in one or more classes. However, you cannot attend high school full-time and participate in this program.

Full-time means you are enrolled in credit bearing courses for the entire day and have no study halls.

WHAT ABOUT CREDITS AND COSTS?

You can choose to take postsecondary courses for high school or postsecondary credit.

If you choose high school credit:

- the tuition, fees and required textbooks are at no cost to you.
- the high school determines the amount of high school credit you will be awarded.
- after you leave high school, you may obtain postsecondary credit for the courses you took by enrolling in the institution where the courses were taken. If you choose to enroll in another institution, that institution may award you postsecondary credit.
- transportation aid is available based on family income.

If you choose postsecondary credit:

- you are responsible for all the costs incurred.
- you may also request high school credit from the high school.
- transportation aid is not available.

WHAT ABOUT HIGH SCHOOL GRADUATION REQUIREMENTS?

You must still meet the course requirements of the State Board of Education and the requirements of your school district. You can meet these requirements by taking courses for high school or postsecondary credit. It is important that you talk with your high school counselor to be certain that the postsecondary courses which you plan to take meet the high school requirements, and that you will receive the credits you need for high school graduation.

HOW DOES A STUDENT APPLY?

1. Beginning in 1987, your high school will provide you with information about the program by March 1. By March 30th you must inform the high school of your intent to participate in the program during the coming school year. After that date, should you change your mind about participating or not participating, you should immediately inform your high school counselor.

2. See your high school counselor to discuss the postsecondary courses you intend to take and how they fit into the high school requirements.

3. You will need to complete and sign the appropriate forms. If you are under 18 years of age, your parents' or guardi-

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE S1

DISTRICT NAME	GRADE 11 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	GRADE 12 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0001-03 MINNEAPOLIS						1	1	1	1	1				3	4
0006-03 SOUTH ST. PAUL											1			1	1
0011-01 ANOKA										1			2	3	3
0012-01 CENTENNIAL													1	1	1
0014-01 FRIDLEY								2					1	3	3
0015-01 ST. FRANCIS													1	1	1
0047-01 SAUK RAPIDS									1					1	1
0091-01 BARNUM												1		1	1
0138-01 NORTH BRANCH												1		1	1
0191-01 BURNSVILLE													1	1	1
~~0197-01~~ WEST ST. PAUL									1					1	1
0213-01 OSAKIS													1	1	1
0218-01 DELAVAN													1	1	1
0270-01 HOPKINS		1					1			1				1	2
0272-01 EDEN PRAIRIE											1			1	1
0276-01 MINNETONKA													1	1	1
~~0279-01 OSSEO~~												1	1	2	2
0281-01 ROBBINSDALE		1					1								1
0284-01 WAYZATA													1	1	1
~~0318-01~~ GRAND RAPIDS													1	1	1
0394-01 MONTGOMERY											1		2	3	3
0426-01 STEWART									1					1	1
~~0477-01 PRINCETON~~													1	1	1
0621-01 MOUNDS VIEW		1				1	2		1	3	1		3	8	10
0622-01 NORTH ST. PAUL-MAPLEWOOD		1					1						1	1	2
~~0623-01~~ ROSEVILLE				1			1		1				1	2	3
0624-01 WHITE BEAR LAKE													1	1	1
0625-01 ST. PAUL	1			1			2		6		2		1	9	11
~~0654-01 RENVILLE~~													1	1	1
0682-01 ROSEAU													1	1	1
0741-01 PAYNESVILLE								1					1	2	2
~~0742-01~~ ST. CLOUD	1						1	3						3	4
0745-01 ALBANY													1	1	1
0750-01 COLD SPRING										1				1	1
~~0811-01 WABASHA~~	1						1								1
0831-01 FOREST LAKE													1	1	1
0833-01 SOUTH WASHINGTON COUNTY									2				1	3	3
~~0861-01~~ WINONA		2					2		1		1		1	3	5
0877-01 BUFFALO													1	1	1
0883-01 ROCKFORD													1	1	1
TOTAL	3	6		2		2	13	7	15	7	7	3	31	70	83

BEST COPY AVAILABLE

RUN DATE 01/27/87

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 01

DISTRICT NAME	GRADE 11 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	GRADE 12 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0001-01 AITKIN													2	2	2
0001-03 MINNEAPOLIS	1	31	11	10	1	7	61	4	50	11	22	7	38	132	193
0002-01 HILL CITY						1	1						1	1	2
0006-03 SOUTH ST. PAUL		1					1		1		1		1	3	4
~~0011-01~~ ANOKA		1	2	1		2	6		1	3	10	11	29	54	60
0012-01 CENTENNIAL									2	1	2			5	5
0013-01 COLUMBIA HEIGHTS										1	1		4	6	6
0014-01 FRIDLEY		1		3			4		1	2	1	2	3	9	13
0015-01 ST. FRANCIS					1	1	2			1		1	16	18	20
0021-01 AUDUBON											1		1	2	2
~~0022-01 DETROIT LAKES~~													1	1	1
0023-01 FRAZEE									16		1		4	21	21
0024-01 LAKE PARK									13					13	13
0031-01 BEMIDJI		3		2	1	3	9		6	1	6	1	6	20	29
0036-01 KELLIHER						1	1						1	1	2
0038-01 RED LAKE											1			1	1
~~0047-01~~ SAUK RAPIDS				1			1	1	7		1		4	13	14
0051-01 FOLEY									2					2	2
0070-01 LAKE CRYSTAL											1			1	1
0072-01 MAPLETON						1	1						1	1	2
0088-01 NEW ULM									1					1	1
0094-01 CLOQUET			1				1								1
~~0099-01~~ ESKO									1				1	2	2
0111-01 WATERTOWN-MAYER													2	2	2
0112-01 CHASKA		1				1	2			2			1	3	5
0114-01 BACKUS												1		1	1
0115-01 CASS LAKE				1			1								1
0116-01 PILLAGER						1	1								1
0117-01 PINE RIVER						2	2		1				1	2	4
0118-01 REMER		1					1						3	3	4
0127-01 MAYNARD													1	1	1
0138-01 NORTH BRANCH									2				2	4	4
0139-01 RUSH CITY										1		1		2	2
0141-01 CHISAGO LAKES									1				1	2	2
~~0145-01~~ GLYNDON		1	3				4		6	9	1		1	17	21
0146-01 BARNESVILLE									1		2		1	4	4
0147-01 DILWORTH									3	3			14	20	20
~~0150-01~~ HAWLEY										1				1	1
0152-01 MOORHEAD		2	2	2		2	8	1	7	2	3		5	18	26
0158-01 GONVICK									1					1	1
0161-01 CLEARBROOK											1			1	1
0166-01 COOK COUNTY									1		1			2	2
0177-01 WINDOM									2					2	2
0181-01 BRAINERD	2	1			1	1	5		2	1	3	2	13	21	26
0182-01 CROSBY									1				7	8	8
0186-01 PEQUOT LAKES													1	1	1
0191-01 BURNSVILLE						1	1		2				4	6	7
0192-01 FARMINGTON		1					1						1	1	2
0194-01 LAKEVILLE				1		2	3		2		1		4	7	10
~~0195-01~~ RANDOLPH										1	1			2	2

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE Q1

DISTRICT NAME	GRADE 11							GRADE 12							
	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0196-01 ROSEMOUNT		4			1	5	10		3		1	1	16	21	31
0197-01 WEST ST. PAUL								1	2	1		1	2	7	7
0199-01 INVER GROVE	3	1					4		1		1			2	6
0200-01 HASTINGS		1		2		3	6			1	1	1	3	6	12
0202-01 DODGE CENTER													4	4	4
0204-01 KASSON-MANTORVILLE													3	3	3
0207-01 BRANDON		1				1	2								2
0208-01 EVANSVILLE						1	1								1
0213-01 OSAKIS						1	1		10					10	11
0227-01 CHATFIELD													1	1	1
0229-01 LANESBORO						1	1						1	1	2
0232-01 PETERSON													1	1	1
0237-01 SPRING VALLEY						2	2								2
0240-01 BLUE EARTH									1					1	1
0241-01 ALBERT LEA						2	2				1		2	3	5
0252-01 CANNON FALLS						1	1					1	2	3	4
0254-01 KENYON									1					1	1
0255-01 PINE ISLAND													1	1	1
0256-01 RED WING	1		2				3	3	1	3				7	10
0260-01 ZUMBROTA								1						1	1
0261-01 ASHBY						1	1		2				1	3	4
0263-01 ELBOW LAKE									9					9	9
0264-01 HERMAN-NORCROSS		1					1								1
0270-01 HOPKINS		2		1	1	2	6		2		4	1	11	18	24
0271-01 BLOOMINGTON		4		4	4	1	13		10	1	4	1	10	26	39
0272-01 EDEN PRAIRIE		2		1		2	5		1		2	2	6	11	16
0273-01 EDINA		1		1		1	3				2	1	6	9	12
0276-01 MINNETONKA		1					1			1			5	6	7
0277-01 WESTONKA									1			1	3	5	5
0278-01 ORONO		1					1						1	1	2
0279-01 OSSEO		2		1		5	8		12	3	7	2	12	36	44
0280-01 RICHFIELD										1			4	5	5
0281-01 ROBBINSDALE		3				4	7	2	2	1	3	1	25	34	41
0282-01 ST. ANTHONY-NEW BRIGHTON									1			1	2	4	4
0283-01 ST. LOUIS PARK		1		1		2	4		1		2		6	9	13
0284-01 WAYZATA			2			1	3	1		1	3		3	8	11
0286-01 BROOKLYN CENTER												1		1	1
0294-01 HOUSTON									1					1	1
0297-01 SPRING GROVE													1	1	1
0299-01 CALEDONIA													1	1	1
0300-01 LA CRESCENT													3	3	3
0306-01 LAPORTE									3					3	3
0309-01 PARK RAPIDS											1			1	1
0314-01 BRAHAM		1					1		2			1	1	4	5
0316-01 COLERAINE		1		1			2			1	1	1	5	8	10
0317-01 DEER RIVER		2				1	3		1			1	1	3	6
0318-01 GRAND RAPIDS				1	1	2	4		1		2		6	9	13
0319-01 NASHWAUK-KEEWATIN						3	3						4	4	7
0324-01 JACKSON									1				1	2	2
0325-01 LAKEFIELD													2	2	2

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

	GRADE 11							GRADE 12							
DISTRICT NAME	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0330-01 HERON LAKE-OKABENA													2	2	2
0333-01 OGILVIE									3				1	4	4
0341-01 ATWATER													2	2	2
0345-01 NEW LONDON-SPICER									2		2		1	5	5
0347-01 WILLMAR		1					1		3				6	9	10
0353-01 KARLSTAD													2	2	2
0361-01 INTERNATIONAL FALLS	1	2	1	1		1	6	2	8	4	1			15	21
0362-01 LITTLEFORK-BIG FALLS			2				2			6				6	8
0363-01 SOUTH KOOCHICHING									1				2	3	3
0378-01 DAWSON		3					3		2					2	5
0381-01 LAKE SUPERIOR						1	1		1				1	2	3
0390-01 LAKE OF THE WOODS		4					4		8				1	9	13
0393-01 LESUEUR						1	1								1
0394-01 MONTGOMERY											1		2	3	3
0402-01 HENDRICKS		1					1		1					1	2
0413-01 MARSHALL		4	1				5		8	1	2	2	2	15	20
0422-01 GLENCOE										1		3	3	7	7
0423-01 HUTCHINSON									2	1			5	8	8
0424-01 LESTER PRAIRIE			1				1			1		1		2	3
0426-01 STEWART												1		1	1
0432-01 MAHNOMEN						1	1						2	2	3
0447-01 GRYGLA													1	1	1
0457-01 TRIMONT						1	1						1	1	2
0461-01 COSMOS						1	1								1
0463-01 EDEN VALLEY													2	2	2
0465-01 LITCHFIELD						1	1				1		4	5	6
0466-01 DASSEL-COKATO						1	1				1	1	2	4	5
0477-01 PRINCETON				1			1			1			1	2	3
0480-01 ONAMIA						1	1						1	1	2
0482-01 LITTLE FALLS		1		1			2						1	1	3
0484-01 PIERZ											1			1	1
0485-01 ROYALTON											1		1	2	2
0487-01 UPSALA											1		1	2	2
0492-01 AUSTIN		10	1	2	2	1	16	1	7	1	3	3	3	18	34
0500-01 SOUTHLAND		1					1		1		1			2	3
0504-01 SLAYTON									1					1	1
0505-01 FULDA									2					2	2
0508-01 ST. PETER													1	1	1
0513-01 BREWSTER													1	1	1
0518-01 WORTHINGTON		6	2	2	3	2	15		4	1	5	1	9	20	35
0521-01 ADA		1					1								1
0531-01 BYRON			1			2	3						1	1	4
0533-01 DOVER-EYOTA										1				1	1
0534-01 STEWARTVILLE						1	1	1		6	1			8	9
0535-01 ROCHESTER				1		4	5		4	2		1	8	15	20
0542-01 BATTLE LAKE									12	1			1	14	14
0544-01 FERGUS FALLS	1	2					3	2	9	2	1	1	1	19	19
0549-01 PERHAM						1	1				1		2	3	4
0550-01 UNDERWOOD													3	3	3
0553-01 NEW YORK MILLS									1					1	1

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 31

DISTRICT NAME	GRADE 11							GRADE 12							
	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0561-01 GOODRIDGE									7		1		2	10	10
0564-01 THIEF RIVER FALLS		23					23		7	1	1			9	32
0566-01 ASKOV													1	1	1
0573-01 HINCKLEY									2					2	2
0576-01 SANDSTONE		2					2		2				1	3	5
0578-01 PINE CITY	1	13	5	2		1	22		7	7	6		2	22	44
0583-01 PIPESTONE		2					2		15		14			29	31
0584-01 RUTHTON					1		1								1
0593-01 CROOKSTON		1	3				4	1	5	2	1		1	10	14
0597-01 ERSKINE						1	1						1	1	2
0603-01 MCINTOSH						1	1								1
0612-01 GLENWOOD											1	1	1	3	3
0621-01 MOUNDS VIEW		3				1	4		4				6	10	14
0622-01 NORTH ST. PAUL-MAPLEWOOD		1					1	1	12	2	2	2	4	23	24
0623-01 ROSEVILLE						2	2		2		1		1	4	6
0624-01 WHITE BEAR LAKE		6				1	7		7	1	1		2	11	18
0625-01 ST. PAUL		9	1	4	2	7	23	2	55	5	10	7	22	101	124
0628-01 PLUMMER									1					1	1
0636-01 MORGAN													1	1	1
0651-01 HECTOR		1					1		11					11	12
0653-01 OLIVIA						1	1								1
0654-01 RENVILLE											1		3	4	4
0655-01 SACRED HEART									1				1	2	2
0656-01 FARIBAULT						2	2		5	1	13		6	25	27
0670-01 LUVERNE													1	1	1
0682-01 ROSEAU													1	1	1
0690-01 WARROAD													2	2	2
0691-01 AURORA				1		1	2				1		6	7	9
0692-01 BABBITT								2	1				2	5	5
0695-01 CHISHOLM		1					1		2				1	3	4
0696-01 ELY	2	1					3	2				1		3	6
0697-01 EVELETH									1		1	1	2	5	5
0698-01 FLOODWOOD			1			1	2						6	6	8
0700-01 HERMANTOWN									1					1	1
0701-01 HIBBING									5	1	1		3	10	10
0704-01 PROCTOR				1			1		1		1		1	3	4
0706-01 VIRGINIA	2	2					4	2	2					4	8
0708-01 TOWER-SOUDAN						1	1						5	5	6
0709-01 DULUTH		1			1		2	1	3	1	1		1	7	9
0710-01 ST. LOUIS COUNTY						2	2					1	3	4	6
0712-01 MOUNTAIN IRON-BUHL									1		1			2	2
0717-01 JORDAN									1					1	1
0719-01 PRIOR LAKE		2			1	1	4		13			2	1	16	20
0720-01 SHAKOPEE		1					1						2	2	3
0721-01 NEW PRAGUE													2	2	2
0726-01 BECKER													1	1	1
0727-01 BIG LAKE										1	2		1	4	4
0728-01 ELK RIVER						2	2		1	1			9	11	13
0735-01 WINTHROP													1	1	1
0736-01 BELGRADE-ELROSA										1				1	1

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY DISTRICT WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 01

DISTRICT NAME	GRADE 11 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	GRADE 12 1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
0737-01 BROOTEN									1					1	1
0740-01 MELROSE		26			11	9	46		26		10	2	6	44	90
0741-01 PAYNESVILLE									1				1	2	2
0742-01 ST. CLOUD		4		1	1		6		25		8		4	37	43
0745-01 ALBANY		1					1						2	2	3
0748-01 SARTELL									8		6			14	14
0750-01 COLD SPRING				1			1		1					1	2
0756-01 BLOOMING PRAIRIE										1	1			2	2
0761-01 OWATONNA												1		1	1
0769-01 MORRIS									6		2			8	8
0792-01 LONG PRAIRIE													1	1	1
0793-01 STAPLES													1	1	1
0803-01 WHEATON													1	1	1
0806-01 ELGIN										1				1	1
0811-01 WABASHA						3	3						1	1	4
0813-01 LAKE CITY	3						3	1						1	4
0818-01 VERNDALE													1	1	1
0819-01 WADENA											2		4	6	6
0820-01 SEBEKA		4					4		9					9	13
0829-01 WASECA									1					1	1
0831-01 FOREST LAKE			1	1			2		2	1	4		4	11	13
0832-01 MAHTOMEDI													2	2	2
0833-01 SOUTH WASHINGTON COUNTY				1			1		2	4	1		1	8	9
0834-01 STILLWATER			1		2	1	4		3				5	8	12
0836-01 BUTTERFIELD					1		1								1
0846-01 BRECKENRIDGE						1	1				2		4	6	7
0850-01 ROTHSAY											1			1	1
0857-01 LEWISTON						1	1						1	1	2
0858-01 ST. CHARLES		3		1			4				6		1	7	11
0861-01 WINONA		2		2		2	6	1	5		5		13	24	30
0876-01 ANNANDALE						1	1		1				1	2	3
0877-01 BUFFALO												2	12	14	14
0879-01 DELANO		1				1	2						3	3	5
0881-01 MAPLE LAKE									4			1		5	5
0882-01 MONTICELLO											3		1	4	4
0883-01 ROCKFORD						2	2						3	3	5
0885-01 ST. MICHAEL-ALBERTVILLE									2			1		3	3
0891-01 CANBY						1	1		1	4			2	7	8
0894-01 GRANITE FALLS		7	1				8		8				3	11	19
0911-01 CAMBRIDGE		4				1	5		14	1		1	3	19	24
0912-01 MILACA		4					4		4				1	5	9
0914-01 GLEN-HITTERDAL									17					17	17
0915-01 CHANDLER-LAKE WILSON													1	1	1
0243 TOTAL	17	234	45	57	36	136	525	33	597	119	230	81	597	1,657	2,182

[illegible]

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

PAGE 1
TERMS INCLUDED ARE 01

AREA VO-TECH INSTITUTES

POST-SECONDARY INSTITUTION	GRADE 11							GRADE 12							
	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
[illegible] MINNEAPOLIS AVTI		3	7	8		4	22		1	8	4		8	21	43
04-0022 DETROIT LAKES AVTI											4		2	6	6
04-0077 MANKATO AVTI						2	2		1				2	3	5
04-0152 MOORHEAD AVTI			2			1	3						2	2	5
04-0261 ALBERT LEA AVTI						1	1				1		1	2	3
04-0256 RED WING AVTI	4		2				6	4	1	3				8	14
04-0324 JACKSON AVTI						1	1						5	5	5
04-0347 WILLMAR AVTI						2	2						8	8	10
04-0423 HUTCHINSON AVTI			1				1		1	3	1	5	6	16	17
04-0535 ROCHESTER AVTI						3	3						5	5	8
04-0564 THIEF RIVER FALLS AVTI						2	2			1			3	4	6
04-0576 PINE CITY AVTI	1	13	5	2		1	22		7	7	6		3	23	45
04-0625 ST. PAUL AVTI				2		6	8		2	2	3	1	10	18	26
04-0656 FARIBAULT AVTI						1	1		5	1	12		6	24	25
04-0697 EVELETH AVTI						2	2					1	6	7	9
04-0709 DULUTH AVTI			1				1		2					2	3
04-0742 ST. CLOUD AVTI						1	1		1				10	11	12
04-0819 WADENA AVTI											2		5	7	7
04-0861 WINONA AVTI				2			2				8		9	17	19
04-0891 CANBY AVTI										4			1	5	5
04-0900 SOUTHWESTERN AVTI			1				1		4		1			5	6
04-0916 916 AVTI			1	3			4			1	4		5	10	14
04-0917 DAKOTA CO. AVTI													2	2	2
TOTAL	5	16	20	17		27	85	4	25	30	46	7	99	211	296

RUN DATE 01/27/87

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 01

COMMUNITY COLLEGES

POST-SECONDARY INSTITUTION	GRADE 11 1-2	GRADE 11 3-5	GRADE 11 6-7	GRADE 11 8-9	GRADE 11 10-11	GRADE 11 12+	GRADE 11 TOTAL	GRADE 12 1-2	GRADE 12 3-5	GRADE 12 6-7	GRADE 12 8-9	GRADE 12 10-11	GRADE 12 12+	GRADE 12 TOTAL	TOTAL
21-0001 ANOKA-RAMSEY COMMUNITY COLLEGE		10	2	3	1	3	19		20	11	12	17	52	112	131
21-0002 AUSTIN COMMUNITY COLLEGE		12	1	2	2	2	19	1	10	2	4	4	8	29	48
21-0003 BRAINERD COMMUNITY COLLEGE	2	4			1	4	11		13	1	2	4	22	42	53
21-0004 FERGUS FALLS COMM. COLLEGE	1	29	3		11	12	56	2	121	15	12	3	29	182	238
21-0005 HIBBING COMMUNITY COLLEGE		1		1		1	3		7	1	3		6	17	20
21-0006 INVER HILLS COMMUNITY COLLEGE	3	3				4	10		5	7	5	1	14	32	42
21-0007 ITASCA COMMUNITY COLLEGE		4		3	1	5	13		2	1	4	1	25	33	46
21-0008 LAKEWOOD COMMUNITY COLLEGE		6	1	2	2	3	14	1	19	4	5	4	12	45	59
21-0009 MESABI COMMUNITY COLLEGE	2	2		1		2	7	2	4		2	1	14	23	30
21-0010 MINNEAPOLIS COMMUNITY COLLEGE		1	2	2	1	4	10	1	3	2	1	3	15	25	35
21-0011 NORMANDALE COMMUNITY COLLEGE		15	1	7	6	14	43		30	4	16	4	56	110	153
21-0012 NORTH HENNEPIN COMMUNITY COLLS		3	1	2		9	15		10	3	10	3	47	73	88
21-0013 NORTHLAND COMMUNITY COLLEGE		23					23		15	1	2	1	1	20	43
21-0014 RAINY RIVER COMMUNITY COLLEGE	1	6	3	1		1	12	2	16	10	1		1	30	42
21-0015 ROCHESTER COMMUNITY COLLEGE		3	1	1		7	12	2	4	10	1	1	12	30	42
21-0016 VERMILION COMMUNITY COLLEGE	2	1					3	4	1			1		6	9
21-0017 WILLMAR COMMUNITY COLLEGE		1				1	2		6	1	3		11	21	23
21-0018 WORTHINGTON COMMUNITY COLLEGE		6	2	2	3	2	15		8	1	5	1	12	27	42
TOTAL	11	130	17	27	28	74	287	15	294	74	88	51	335	857	1,144

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE Q1

STATE UNIVERSITY

POST-SECONDARY INSTITUTION	GRADE 11							GRADE 12							
	1-2	3-5	5-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
22-0001 BEMIDJI STATE UNIVERSITY		3		3	1	4	11		9	1	8	1	8	27	38
22-0002 MANKATO STATE UNIVERSITY					1		1		1				2	3	4
22-0003 MOORHEAD STATE UNIVERSITY		2		2		4	8	1	10	3	7		12	33	41
22-0004 ST. CLOUD STATE UNIVERSITY		8		5	1	2	16	1	54	1	22		19	97	113
22-0005 SOUTHWEST STATE UNIVERSITY		17	1		1	3	22		33	1	16	1	7	58	80
22-0006 WINONA STATE UNIVERSITY		2		1		5	8	1	6		4		10	21	29
TOTAL		32	1	11	4	18	66	3	113	6	57	2	58	239	305

RUN DATE 01/27/87

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 31

UNIVERSITY OF MINNESOTA

POST-SECONDARY INSTITUTION	GRADE 11							GRADE 12							
	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
23-0001 U OF M - MINNEAPOLIS CAMPUS						4	4		2		2	4	48	56	60
23-0002 U OF M - ST. PAUL CAMPUS						1	1						1	1	2
23-0003 U OF M - CROOKSTON CAMPUS		1	3				4	1	6	2	1		4	14	18
23-0004 U OF M - DULUTH CAMPUS		1	1	1	1	1	5	1	5	1	2	1	5	15	20
23-0005 U OF M - MORRIS CAMPUS		1					1		6		2		5	13	14
23-0006 U OF M - WASECA CAMPUS						1	1					1		1	2
23-0007 U OF M - EXTENSION		49	3	4	3	5	64	1	110	4	26	13	25	179	243
23-0008 U OF M - CORRESPONDENCE		2					2		28		3	1	2	34	36
TOTAL		54	7	5	4	12	82	3	157	7	36	20	90	313	395

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 01

PRIVATE INSTITUTIONS

	GRADE 11							GRADE 12							
POST-SECONDARY INSTITUTION	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
24-0010 CONCORDIA COLLEGE - ST. PAUL		1					1	1	4				1	6	7
24-0012 HAMLINE UNIVERSITY			1				1		5	2	4	1		12	13
24-0014 MPLS COLLEGE OF ART & DESIGN	1					1	2	7	3	3			1	14	16
24-0018 NORTHWESTERN COLLEGE						3	3		1				15	16	19
TOTAL	1	1	1			4	7	8	13	5	4	1	17	48	55

```
RUN DATE 01/27/87             MINNESOTA STATE DEPARTMENT OF EDUCATION                     PAGE    6
                          POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM                  TERMS INCLUDED ARE 01
SUMMARY TOTALS              PARTICIPATION BY INSTITUTION WITHIN GRADE
                                       FISCAL YEAR 86-87

                                 - - - - - - - GRADE 11 - - - - - - -       - - - - - - - GRADE 12 - - - - - - -
POST-SECONDARY INSTITUTION     1-2   3-5   6-7   8-9 10-11   12+ TOTAL   1-2   3-5   6-7   8-9 10-11   12+ TOTAL   TOTAL

AREA VO-TECH INSTITUTES          5    16    20    17          27    85     4    25    30    46     7    99   211     296
COMMUNITY COLLEGES              11   130    17    27    28    74   287    15   294    74    88    51   335   857   1,144
STATE UNIVERSITY                      32     1    11     4    18    66     3   113     6    57     2    58   239     305
UNIVERSITY OF MINNESOTA               54     7     5     4    12    82     3   157     7    36    20    90   313     395
PRIVATE INSTITUTION              1     1     1                 4     7     8    13     5     4     1    17    48      55
TOTAL                           17   233    46    60    36   135   527    33   602   122   231    81   599 1,668   2,195
```

DATE 1/27/87

MINNESOTA STATE DEPARTMENT OF EDUCATION
POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM
PARTICIPATION BY INSTITUTION WITHIN GRADE
FISCAL YEAR 86-87

TERMS INCLUDED ARE 51

PRIVATE INSTITUTIONS

POST-SECONDARY INSTITUTION	GRADE 11							GRADE 12							
	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	1-2	3-5	6-7	8-9	10-11	12+	TOTAL	TOTAL
24-0001 AUGSBURG COLLEGE								2	2			1	2	7	7
24-0002 BETHEL COLLEGE						2	2		1	4		1	18	24	26
24-0004 COLLEGE OF ST. BENEDICT	1						1	4	1	1			6	12	13
24-0005 COLLEGE OF ST. CATHERINE	1			1			2		4		2			6	8
24-0007 COLLEGE OF ST. TERESA	1	2					3		1		1		1	3	6
24-0008 COLLEGE OF ST. THOMAS		2		1			3		3		4		4	11	14
24-0012 HAMLINE UNIVERSITY		1					1		2			1		3	4
24-0014 MPLS COLLEGE OF ART & DESIGN		1					1	1	1	2				4	5
TOTAL	3	6		2		2	13	7	15	7	7	3	31	70	83

```
RUN DATE 01/27/87                 MINNESOTA STATE DEPARTMENT OF EDUCATION                    PAGE     2
                                POST-SECONDARY OPEN ENROLLMENT OPTIONS PROGRAM               TERMS INCLUDED ARE     S1
                                  PARTICIPATION BY INSTITUTION WITHIN GRADE
SUMMARY TOTALS                                FISCAL YEAR 86-87

                                    - - - - - - - - GRADE 11 - - - - - - - -     - - - - - - - - GRADE 12 - - - - - - -
POST-SECONDARY INSTITUTION          1-2   3-5   6-7   8-9 10-11   12+ TOTAL     1-2   3-5   6-7   8-9 10-11   12+ TOTAL   TOTAL

PRIVATE INSTITUTION                   3     6           2           2    13       7    15     7     7     3    31    70      83
TOTAL                                 3     6           2           2    13       7    15     7     7     5    31    70      83
```

APPENDIX D: FISCAL IMPACT METHODOLOGY

Two types of statistical measures were used to address two key issues: absolute fiscal impacts and differential fiscal impacts.

With regard to absolute impact, the intent is to analyze questions related to understanding what the typical fiscal impact is and the variety of impacts experienced by participating institutions and agencies. Univariate statistics are appropriate in assessing these questions. The mean and the median of the five indicators was used to estimate the typical impact. The mean is the simple arithmetic average and the median is the value at which 50 percent of the cases have a lesser value and 50 percent of the cases have a greater value. Several measures were employed to measure the variety, or range of impacts. The minimum and maximum values were used, as well as the values at the 5th, 25th, 75th, and 95th percentile. The nth percentile indicates the value at which n percent of the cases are of a lesser value. So the 5th percentile is the value at which 5 percent of the cases are lesser; the 75th percentile is the value at which 75 percent of the cases are lesser. The median is the 50th percentile.

To assess differential fiscal impact another type of statistic is required. Inquiry into differential impact seeks an answer to the question: Does the fiscal impact of the PSEO systematically vary with other attributes of local school districts? Bivariate measures of association (connectedness) are appropriate here. One measure of association is the Pearson Correlation Coefficient (r) or simply the correlation. The correlation is a measure of the connectedness of two variables. It's value ranges from -1.0 to +1.0; a negative correlation indicates that as one variable increases the other decreases and a positive correlation indicates that the two variables increase and decrease together. The absolute value of r increases when the data conform closely to a straight line or linear function.[2] The greater the absolute value of r, the more connected the two variables are.

---

[2] For a complete description of r see any statistical text.

A second method of assessing differential impact involves a set of statistics derived from simple analysis of variance techniques. Local school districts were grouped into quartiles on the basis of other district characteristics, then the means of each of the five indicators of fiscal impact for each quartile were calculated. Another measure of association, "eta", is derived from this data. Eta is very similar to r, but does not impose a linear functional form on the data. That is, it is not required that as one variable increases the other increases (or decreases) systematically for eta to obtain a high value. The only requirement is that values of the fiscal impact variables be about the same for each value of the other district characteristic. Originally, district characteristics had many values (e.g., ADM or AFDCP), but for this analysis scores were combined into four groups (quartiles). Eta will take on a high value when fiscal impact means for quartiles of demographic characteristics are different from one another and districts in each quartile have similar scores. Eta ranges from 0.0 to 1.0.

Eta and r can be squared to obtain a "coefficient of determination." These squared values indicate the percent of the variation[3] that can be explained in the fiscal impact variables by knowing the value of the district characteristics.[4] For example, an r of 0.20 indicates that 4 (.2 x .2 = .04) percent of the variance in fiscal impact can be explained. Although no standard convention can be claimed, meaningful association or connectedness should not be claimed unless one is able to predict about 5 percent of the variation, and even this value is substantively small.

Statistics describing absolute impact are presented in Table 22 and data describing differential impact are presented in Tables 23 through 28.

---

[3] The statistical variation is the sum of the squared deviations from the mean in a data array.

[4] For eta this means what quartile of the district characteristic the district belongs to and for r this means its predicted value on the linear function (not the actual value).